

# THE AMERICAN School Board Journal

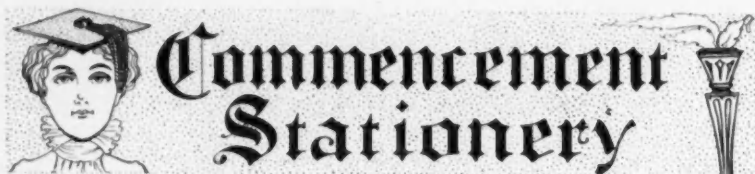
*Easter Edition*



April 1901.  
Vol. XXII. No. 4.

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**Telegram.**—Will be in Ithaca 9 A. M. Thursday.—**Fred J. Nash, September 19.**

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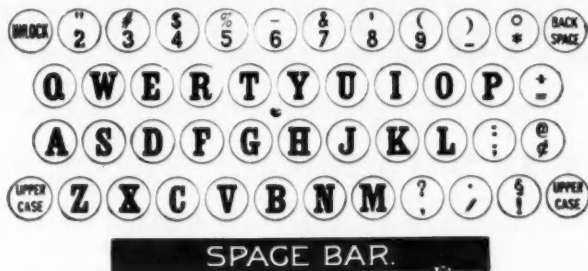
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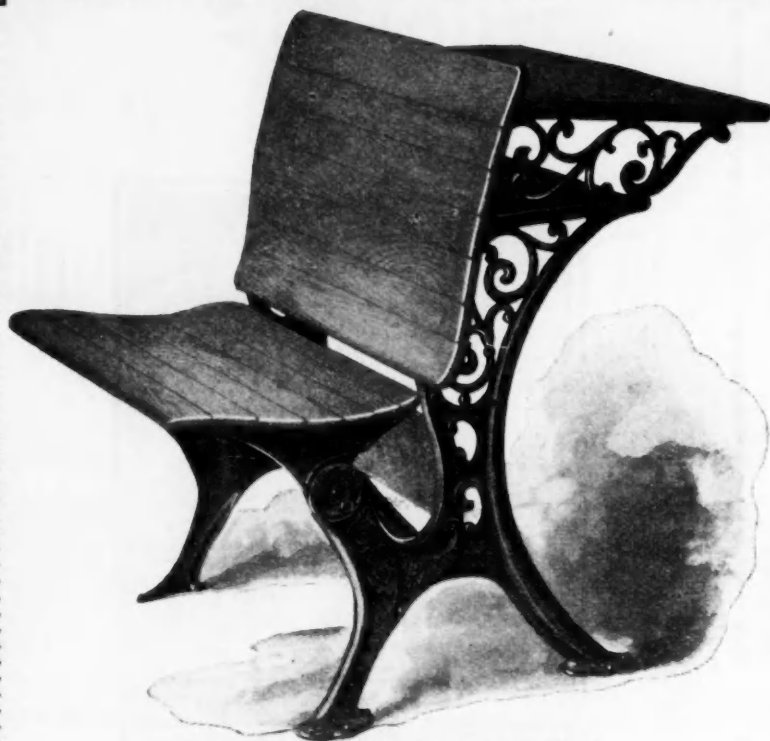
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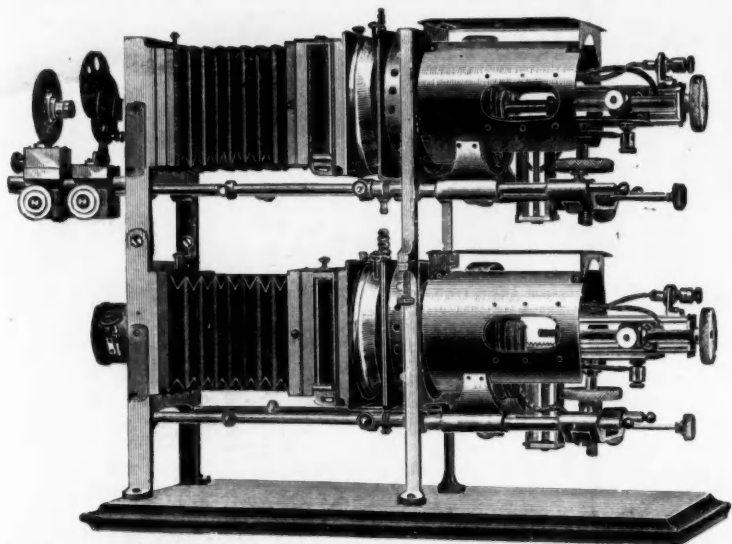
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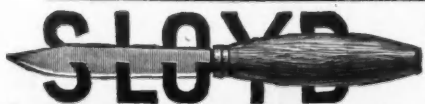
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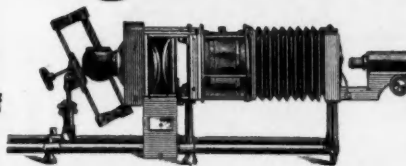
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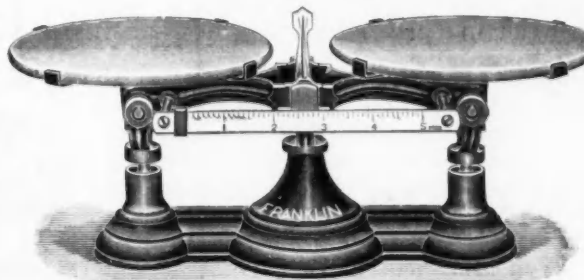
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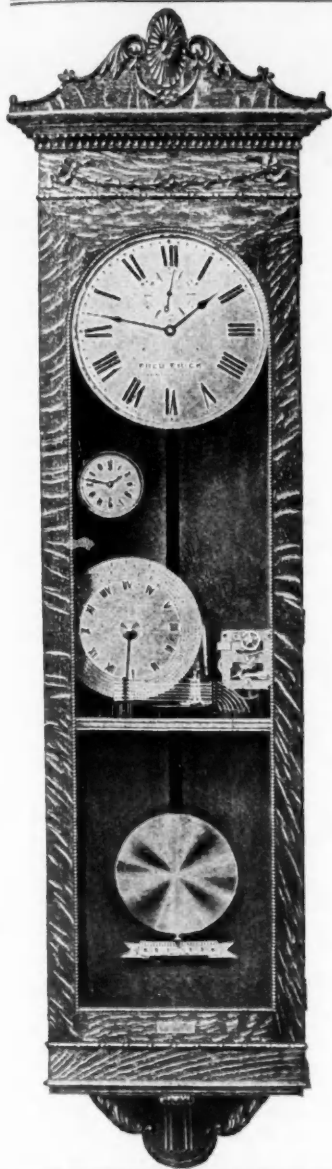
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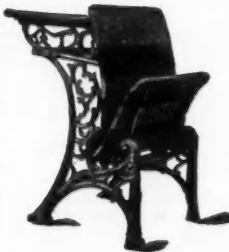
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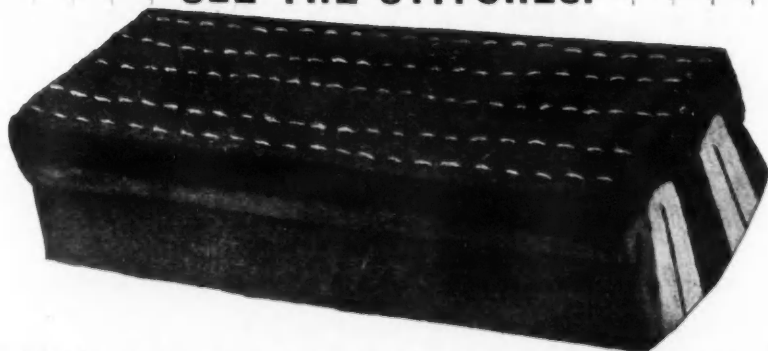
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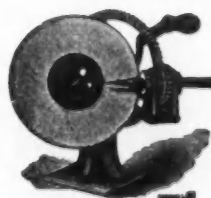
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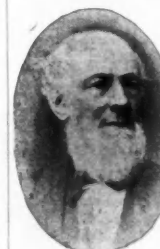
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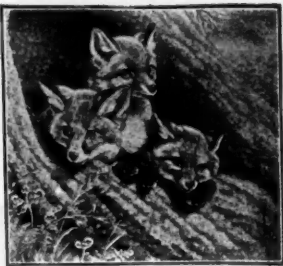


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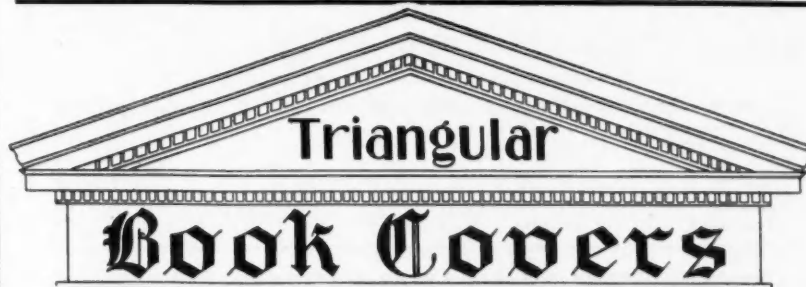
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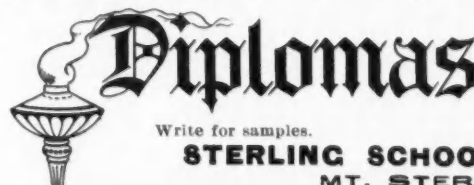
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# School Board Journal

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THE spring school election was over and everybody began to look for developments in the new board. Never before in the history of the small city had a contest been fought out more bitterly. The conservative element in the board had opposed the young lady superintendent for what they termed her "fad" notions in education, and the issue had centered itself upon her removal.

The result was in favor of the conservatives. Old John Benham, who had with hard headed persistency fought the young schoolmistress for the past two years, had declined to again become a candidate, but so determined was he in having his ideas on the subject of education prevail that he compelled his son to make the race in his stead.

When Charles found himself elected a member of the school board, he came to me radiant in smiles.

I knew that his gratification was not altogether based upon the fact that the honor clothed him with a new dignity. It was apparent to me that he wished to turn his abilities into laudable channels, and between the position which he filled so acceptably at his father's bank and the select social circle in which he moved there was room for useful public service.

"My congratulations await you!" I greeted him as he entered.

"Thanks, old boy, thanks," he replied modestly. "After all, don't you think I was elected simply because I am my father's son? I ran upon his record."

"True, you won because you stood for things for which your father stood," I replied cautiously. "Your election implies several things—among them the removal of Miss Pierce."

"That is exactly what it means," he said, bravely.

I did not feel that any arguments at this time in favor of the young superintendent would prove effective or even opportune. Since I had been a member of the board I had supported Miss Pierce in every measure she had proposed. The progressive spirit which animated all her labors had, no doubt, ruffled some of the older denizens. All this would not now have disturbed me in the least had it not been for the

fact that the elder Benham not only secured the election of Charles but also that of an old crony of his. The result was that the vote in the new board stood five to four against the superintendent.

Charles Benham was unlike his father in almost everything except in the matter of determination. At college we used to find him a difficult problem. If an idea once fastened itself upon his mind it required irrefutable arguments to change him from his position. His opponents always respected him because he was honest in motive and true to his convictions.

When he asked me to accompany him to the superintendent's office in order that I might aid in familiarizing him with the routine of his new position, and at the same time introduce him to the office personnel, I responded readily.

"Strange as it may seem," he said as we strolled towards the school board offices, "I have never had the pleasure of meeting Miss Pierce."

"I do not find this strange, Charles," I replied. "She is a young woman, who, while conspicuous in her own field, is seldom seen in the social circles in which you move. At least, she does not move in the gay world in which you are one of the idols."

This was not said so much for the purpose of reflecting upon the social atmosphere, which my companion breathed, but rather as a tribute to the little superintendent's devotion to her calling. Charles seemed nettled at the manner in which I spoke.

"She is devoted to her profession," I added, "and evidently finds little time to go into society."

The shadow which still hung over his handsome face had not been lifted when he shook the secretary's hand, who proceeded immediately to show him a mass of report blanks, books and pamphlets.

When we entered the office of the superintendent we found a young woman bending over a large table assorting some specimens of pupil's penmanship. She had evidently observed our entrance, and promptly left the table to meet us. She gave a little start as she perceived my companion. The color came to her face, but there was no embarrassment as she greeted him.

Evidently Charles was nonplussed in finding a young woman scarcely his own age, whose grace and beauty would adorn any circle he might name.

"My colleague, here," Charles with a somewhat confused smile, "has kindly undertaken to initiate me into my future duties. I trust I may not be a bore if—"

"This office is at your service," she replied just in time to relieve an embarrassing pause. Her manner was frank and carried with it a conviction of earnestness and sincerity. "We shall assist you in securing what information you may desire."

The conversation now took an easier turn and Charles propounded questions with a surprising eagerness. Her answers were readily given.

On our way home my companion was at first moody and silent. When he spoke it was only to make some tart reply to my generous comments on the lady superintendent.

"She is a devilish fine looking woman," he finally remarked, "I wonder why she is still unmarried."

"Probably because she has too much good sense to take up with the modern social butterfly or the hardened club fiend," I replied.

"They all land in matrimony some day," he mused, "the good looking ones at least. The rest remain wall flowers. She had better provide for herself in time—"

"Because, she is about to be dismissed?" I interposed mischievously.

"Exactly."

"And would you vote for her removal?"

"Yes, I am morally bound to do so," he replied firmly.

We parted in silence.

\* \* \*

When our quota of N. E. A. excursionists to the Los Angeles meeting was made up we found that our townspeople filled a coach by themselves. The party not only consisted of teachers, but included two school board members,—Charles and myself. The young school official had yielded to my importunities to attend the meeting of the school administration department, believing that he could acquire some useful knowledge—at least, something on the subject of selecting and dismissing teachers.

After the shouts and laughter and greetings, which attended the departing train, had subsided somewhat, I found myself in the smoking compartment alone with Charles.

"Did you observe Miss Pierce?" he asked, after applying a lucifer to his cigar. "She is in this coach."

"Yes, and I am glad of it," I replied, "first, because she will get away from her troubles for a time at least; and second, because the trip may enable her to find a position elsewhere. Besides, the California air will do her a world of good."

Charles stared at me for a moment, then resumed his cigar, puffing with increasing vigor.

"The fact is that she has a standing among educational workers which will readily gain recognition for her," I continued. "Thank goodness, she is not obliged to be entirely at the mercy of our board."

"She is a stubborn girl," exploded Charles impatiently. "Why don't she yield to the wishes of her superiors? That would obviate all trouble at once."

"You are approaching the subject in a wrong manner. The board should not concern itself with her professional labors, if properly performed. Again, you cannot ask her to change her views simply to meet the wishes of board members."

"Well, I shall reason with her a bit during this trip," and throwing his cigar away he joined the excursionists in the center of the car.

When I saw Charles again he was in earnest conversation with Miss Pierce. What passed between them I never learned, but occasional glances in their direction gave me to understand that the interview was a spirited one. At times he expostulated, then pleaded. She apparently met him kindly but firmly at every turn.

The long trip over the continent gave ample opportunity for the members to become thoroughly acquainted with each other. There were side trips at Denver, at Colorado Springs, at Salt Lake City, and at Los Angeles. From the snow-capped Pike's Peak to the bottom of the deepest mine at Cripple Creek, from Salt Lake to the Mormon tabernacle, from delightful drives to fruit ranches to charming rides in glass bottom boats at Catalina Islands—the jolly excursionists moved.

On reaching our destination we, the two board members, attended the meetings of the department of superintendence with regularity. We also attended a session of the primary department on the day Miss Pierce read her paper.

Here it seemed as if Charles realized for the first time the world of activity in which the young schoolmistress lived. Her earnestness, her keen understanding of child life, its susceptibilities and possibilities, the devotion to a calling which was emphasized in every word that fell from her lips—all impressed itself upon him.

Next day our party gathered for an excursion trip into the mountains. The male members being the smaller in number, each gallantly became an escort to at least two of the opposite sex. Charles Benham selected but one—and that one was Mary Pierce.

Professional duties demanded my immediate return. I learned nothing more regarding the movements of the excursion party until the return of Charles, who came unaccompanied. Miss Pierce had remained in California, he informed me, to spend the balance of her vacation.

I was somewhat curious to learn in what frame of mind Charles found himself after having become better acquainted with the lady school superintendent.

The elder Benham was with him. My old antagonist in former school board contests was now more affable than he had ever been before.

"It would seem to me," said he, "that you would have picked out a sensible school superintendent at the convention."

"Met plenty of them," I replied, "but none better than we now have."

"Bah! stuff and nonsense," he growled, "next week, when the board meets, you must drop that high-falooting piece of petticoat. Get a man—a real man superintendent. High time we get on some solid basis once more."

I had always found it futile to reason with the elder Benham and so I remained silent. Charles looked with discomfiture at me.

"But what is the use of discussing things farther," continued the elder Benham, "we have five votes against your four, and that settles it. That petticoat can't come back."

I never realized more than on the evening

when the decisive meeting came that Charles Benham had changed considerably from his former buoyant manner.

There was almost a strain of sadness in his voice which could not be confounded with that nervousness so frequently manifested by new members.

The conviction had settled upon the public as well as upon the school board members that a change in the office of superintendent was about to be made. In fact, the thought of the board members had gone a stage farther and had occupied itself with a suitable successor for the position. Applications had already poured in and it was more likely that the evening would be taken up by a wrangling of these than a consideration of general school matters.

The discussion opened immediately after the ordinary routine had been disposed of, upon the application of a superintendent of a neighboring city, whose testimonials for character and ability were exceedingly high. All things considered he not only seemed a most available man for the place but a most desirable acquisition to the school system.

A motion that he be accepted to succeed the present incumbent was made and seconded.

At this point Director Charles Benham rose to his feet.

"Mr. Chairman!" he began in a clear voice that commanded attention,—it was the first time that he had spoken in open session,—"I was elected to this body upon an issue that meant the removal of the present incumbent. It would seem, therefore, that I am in honor bound to vote for the best applicant whose name may come before us tonight. I have since my election studied earnestly the needs of this school system as well as investigated the results achieved by the present incumbent. I am prepared to say that my constituency has been in error—that I also have been in error—and that I am here and now prepared to record my vote for the re-election of the present superintendent. I credit the people, who have sent me here, in being honest and demanding of me that I act honestly for them, that if I believe them to have been mistaken to conscientiously correct that mistake. I owe it to them, to the present incumbent, and to myself, therefore, to move as a substitute to the present motion the re-election of Mary Pierce, superintendent of schools."

A thunder clap from a clear sky could not have created greater consternation among the board members. Charles dropped into his seat, pale with excitement. Every eye was upon him. The president, who was among the conservatives, almost forgot to put the substitute motion which I had readily seconded.

It was carried, and Mary Pierce was declared re-elected. \* \* \*



CHARLES SELECTED BUT ONE, AND THAT ONE WAS MARY.

On the evening of the following day Charles called and handed me a telegram which read as follows:

Mr. Charles Benham—

Telegram received. A thousand thanks to you. Sorry I cannot come back. Have accepted a normal school position.

(Signed) MARY PIERCE.

"That settles it," I remarked as I handed back the telegram. "And proves what I have always held. She had no difficulty in securing recognition elsewhere. Besides normal school work is less stormy than superintendency work. I congratulate her."

Charles was silent. He did not even enter into the spirit of well wishes which I manifested for the plucky little schoolmistress. He mumbled something about old fools who drive good people out of the city, and then changed the subject.

At the next meeting of the board a new superintendent was elected.

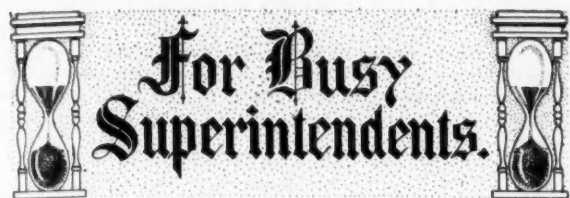
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A year had slipped by without any particular changes in the school system. Charles had attended the board meetings with a surprising regularity but without manifesting any particular enthusiasm in its deliberations. The new superintendent had made some friends as well as some enemies. He had pleased only a portion of the progressive element and had displeased some of the conservatives.

Among the latter were the elder Benham. "I will say for Miss Pierce," he began one day as I met him by chance strolling with Charles through the high school grounds, "that she was a capital woman—a capital woman. Simply a few fad notions—that's all that ailed her."

(Continued on page 16.)





Harrisburg, Pa. Supt. Harry Taylor, of the high schools, caught a boy drawing obscene pictures upon the blackboard and gave him a sound thrashing. The schoolmaster was arrested and fined \$10 on complaint of the janitor, father of the boy. The board thereupon indorsed the superintendent's action, raised his salary and discharged the janitor.

Seranton, Pa. Supt. George Howell has proposed a plan for instructing the pupils as to the manner in which a president of the United States is elected. The demonstration is to be a practical one. Each school is to constitute a convention and each pupil is to write an essay giving the history of a presidential campaign from the beginning to the inauguration. After these are completed a platform committee will be appointed in each school to prepare resolutions or declarations of party principles, after which the election will be held, each pupil voting for his candidate for president.

Alfred Bayliss, state superintendent of Illinois, is planning a new system for the township schools, having in view the consolidation of a number of the rural school districts.

Supt. William H. Maxwell, of Greater New York, in his annual report, says: "For the entire city there is one supervising officer, not teaching a class, for 13.7 teachers. In Manhattan and the Bronx there is one supervising officer for every 15 teachers; in Brooklyn there is one supervising officer for every 12 teachers; in Queens there is one supervising officer for every 12 teachers, and in Richmond there is one supervising officer for every 11 teachers. He makes the point that the supervising force is altogether too large and recommends that their number be greatly decreased."

Oakland, Cal. No teacher is assigned to the fifth or sixth grades unless she has at least two years' experience as a teacher.

Los Angeles, Cal. An established rule prohibits the use of school houses for any other than school purposes.

Cleveland, O. The marriage of a female teacher is considered equivalent to a resignation.

Greater New York. Supt. William H. Maxwell, in a report, says that there are too many associate superintendents in the city and that the work of teachers was actually impeded by excessive supervision.

Mansfield, O. Corporal punishment for just cause is not prohibited.

Lamar, Mo. Because the board refused to suspend two pupils for disobedience, three school teachers of the high school resigned.

A recent report of J. H. Thiry, of Long Island City, N. Y., who originated the school savings bank system in America, shows that over \$450,000 has been deposited in school savings banks in the United States.

Beardstown, Ill. Dr. E. A. Feltman has introduced a resolution compelling the teachers to wear short skirts so their trains would not raise the dust in the school rooms.

Kingfisher, Okla. Any pupil whom the superintendent has reason to believe has been exposed to any case of sickness liable to cause contagion, is to be suspended from the school until the engaged physician shall recommend reinstatement.

Baltimore, Md. The board has received a memorial requesting the discontinuance in the schools of the recital of prayers, the reading of Scriptural chapters or passages, the singing of hymns and the celebration of any holiday that has a religious significance or origin.

Minneapolis, Minn. Daily medical inspection of the pupils and schools is now in operation. This step was taken in order to maintain good sanitary conditions in the buildings and prevent epidemics and contagious diseases.

Providence, R. I. The school trustees ruled the famous poster of the Pan-American Exposition, "The Spirit of Niagara," from the buildings under their control. The reason given by them is that the poster is indelicate. The Providence papers have plainly told the trustees that their mentality seemed to be of the minus quantity, and outside action of these officials has been satirized both in prose and verse.

Los Angeles, Cal. The eyesight of the children has had the attention of the board, and as a result an annual examination of all the children in the schools for defective eyesight is to be made.

Chicago, Ill. The board has been told by the professor who is in charge of child study that bad food makes bad boys. He recommends that the dietary of the boys who are to be sent to the parental school shall receive special attention.

Cincinnati, O. An existing rule is that promotions from intermediate to high schools shall be made at end of the year.

Pres. G. Stanley Hall, of Clark college, Worcester, Mass., declares that if a child under twelve years of age asks the "why" of a parental command, the answer should never be anything but "It is right" or "It is wrong." That is, until the child is twelve years old authority on the one side and submission on the other should be absolute, unquestioned and unquestioning.

Kenosha, Wis. For many years the teachers have been elected at the meeting held by the board in May; it is now proposed to change this and elect teachers in July.

Waterville, O. Self-government in the high school has proven a success.

Westbrook, Me. Teachers are obliged to attend the county conventions.

Minneapolis, Minn. Pupils are promoted according to a daily estimate of the work accomplished by them.

Cleveland, O. It is a duty of the first importance on the part of teachers to be models in personal appearance and in conduct for the pupils under their care. They are especially enjoined to avail themselves of every opportunity to inculcate neatness, promptness, politeness, cheerfulness, truthfulness, patriotism, and all the virtues which contribute to the effectiveness of the schools, the good order of society, and the safety of American citizenship.

Boston, Mass. No school house is hereafter to be named in honor of any living person.

Chicago, Ill. The Social Economics Club has declared itself in favor of elective school boards.



The circuit court at Toledo, O., declared the teachers' pension law unconstitutional, because it was not general in character, applying only to Toledo. Teachers will be refunded money withheld, amounting to \$10,000.

The decision of a San Francisco court in declaring the anti-marriage rule of the board of education invalid is the first of its kind that has been rendered. The rule provides that, "whenever a female teacher marries, her position in the department thereby becomes vacant." The court holds that the rule is in conflict with the law, which provides that the holders of city certificates, "when elected, shall be dismissed only for insubordination or other causes, as mentioned in this act." The causes for dismissal enumerated are "immoral or unprofessional conduct, profanity, intemperance, or evident unfitness for teaching."

The board has determined to appeal the case to the Supreme Court of the state, feeling confident of a favorable decision.

Where a school house is less than three-fourths of a mile from the geographical center of the school district, a large majority vote "to move the school house" is void for uncertainty, and is also void for want of power in a mere majority to change such school house site.—Zimmerman vs. State, Nebraska.

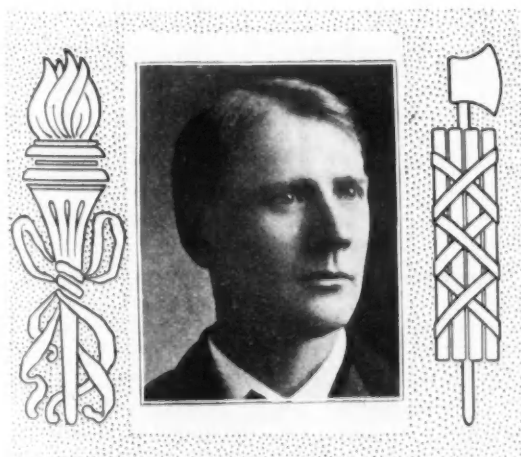
A contract between the board of education of a city and the lowest bidder for an excavation for a school house, based on a bid which the contractor was allowed to amend and increase on account of an alleged mistake which did not appear on the face of the original bid, is void, under the law providing the manner in which contracts shall be awarded; and there can be no recovery thereon, or for the value of the work performed thereunder, though the bid, as amended, was still the lowest bid received.—McGreevey vs. Board of Education, Ohio.

Parties dealing with the officers of a school board are bound to inform themselves as to the right and authority of such officials to bind the district in making contracts for supplies, etc.—Rutledge vs. McCue, Pa.

Though there be a vacancy in the office of the treasurer of a school district, it does not authorize the tax collector of said school district to pay out funds in his possession on an order drawn by the president and secretary of the township.—Hoover vs. Reap, Pa.

The law requires the election of a teacher by a board of sub-directors to be confirmed by a majority of the board of education; and the law provides that in case of a tie, the clerk of the board of education shall have the right to cast the deciding vote. Held, that where a board of education consisted of a clerk and five members, four of whom were present, and two voted to confirm plaintiff's election as teacher, and the clerk cast the deciding vote, such confirmation was illegal, as not obtained by a majority vote.—Rush vs. Board of Education of Clinton Tp., Ohio.

Where a pupil has been instructed to prepare a paper on a subject selected by public school authorities for composition, and reads a paper prepared by her father, and containing expressions disrespectful to the teacher, the school authorities may excuse and condone the preparation by the father of the paper actually read, and also its reading by the pupil, and punish her for her failure to herself prepare a paper in compliance with instructions.—Samuel Benedict Memorial School vs. Bradford, Ga.



HON. J. W. OLSEN,  
State Superintendent of Public Instruction,  
Minnesota.

## ✓ The Public School Triumvirate.

By SUPT. J. C. FOWLER, New Lexington, O.

(Read before the Ohio Association of School Boards.)

The solution of the educational problems of today are satisfactory and safe so far only as they are the correct conclusions of past experiences.

The thing best to be done in either public or private business is nothing more or less than the logical conclusion of its ancestral premises up to the time of action.

Theoretic ideals can never be realized, and the quicker we cut loose from them and come squarely face to face with the cold, practical problems that we meet in the daily execution of our work, the nearer we will be in line with educational ideas that are worth their face value.

The matter of educating our youth is a business, and to bring it to a successful issue it must be conducted strictly under the laws governing commercial transactions.

All business corporations are exceedingly careful as to what men occupy places in their boards of directors. Now, as to who makes the best member of a board of education is not a matter of theory, but of history.

A retrospective glance over our past experiences readily indicates the ones who were not instrumental in doing those things which have since proven the very corner-stones of what educational advancement we have made.

No man has a right to membership in that body who has not demonstrated to the public his ability to handle these sacred affairs by first making a success of his own business.

A strong mechanic is better than a weak tradesman, and a successful tradesman discounts a professional failure.

The great thing, and I might add the culminating point of all things in a school director, is business ability—able to arrive at conclusions which are practical, progressive and profitable—a good reader of character, a safe judge of questions submitted for decision, and decisive in action.

If he possesses these qualifications to a satisfactory degree, I don't know as we should further inquire into his educational pedigree.

I sometimes am led to believe that the finer traits of character are stimulated to a higher degree of fruitfulness by an occasional coming into contact with the stability of the coarser.

Every teacher and superintendent knows that there are times when the petty annoyances and impositions of school life overcharge the capacity of his moral Leyden jar, and that the preservation of that placidity of temper and unruffled dignity, with which he is wont to preserve his equilibrium, is sorely in need of some good, safe method of escapement.

My experience has found nothing more satisfactory to myself, and more effective in its general application to public sentiment, than to have a good, big, whole-souled member of a board of education, whose emphatic use of the English language is sometimes misconstrued by the novice, to be just a little loose on that commandment, the substance of which refers to profane speech.

The point we wish to emphasize is that it is not always the highest educated nor the most refined man of a community that makes the best member of a school board.

If he possesses not the faculty of successfully handling business relations in a business way, his power for good will not overcome the resistance of his own weight, and the surplus power of his educational force of gravity will have to be either carried forward by the other members, or it will give a retrograde movement to the action of the whole board.

Outside the ordinary financial transactions, the members of this body should have that business insight into human nature that will distinguish between elements of character and reputation, true worth and, ego, value, and success and failure; for at no time does a heavier responsibility hang over them than when it becomes their duty to select a superintendent and

teachers into whose hands the people must surrender for a time much of the character-formation of their children.

One year's work of an incompetent teacher, anywhere along the line of a child's development, cuts it just as much short of its original possibilities as the act itself amounts to multiplied by all its ensuing influences.

Teachers, as a rule, are just like any other class of people—good, bad and indifferent—all the way from the professional expert down even to those of the 47<sup>th</sup> attenuation.

That a person holds a certificate does not indicate that he has met with any particular change of heart, or that he possesses qualifications of such a high degree that it is uncomfortable for his feet to rest upon the ground; neither does a large roll of recommendations, or even a college diploma, prove an incommensurable amount of teaching ability and educational worth.

An artist may know how to mix his paints in such proportions as to produce every known tint and shade; but if he possesses not the soul of the art, the world will not go into raptures over the result of his labors, to the extent of their own financial embarrassment.

Now, the wise tradesman, when he discovers a weak place in his method of conducting business, proceeds, at once, to strengthen it.

If we could lay aside our pet theoretic ideals long enough to profit by his example, we would not be a great while in making the startling discovery that the majority of our superintendents and teachers are below what the standard of the present time ought to be, both in the science and the art of their respective obligations.

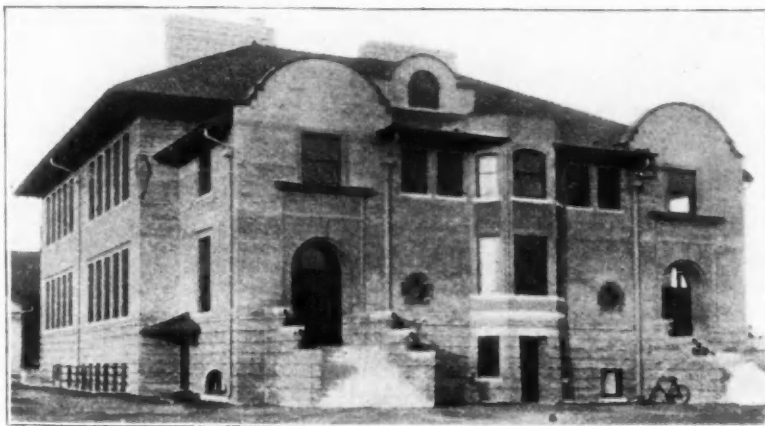
If a man wishes to practice medicine, the law requires that he first attend a medical college, where he may receive instruction in the whys and wherefores of the profession; and, it is generally conceded, that even this should be prefaced by taking a thorough course in some first-class university, to enable him to enter his medical studies with the highest possible understanding.

If all this be necessary for the physical well-being of the human family, what would be a proper preparation for those who are to look after the intellectual side of it?

A physician diagnoses a case and gives a prescription—the result of his labor immediately follows; and the patient either

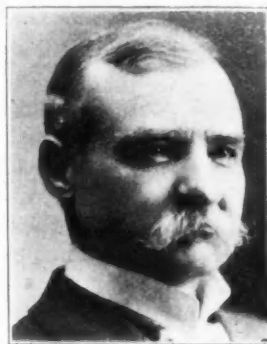


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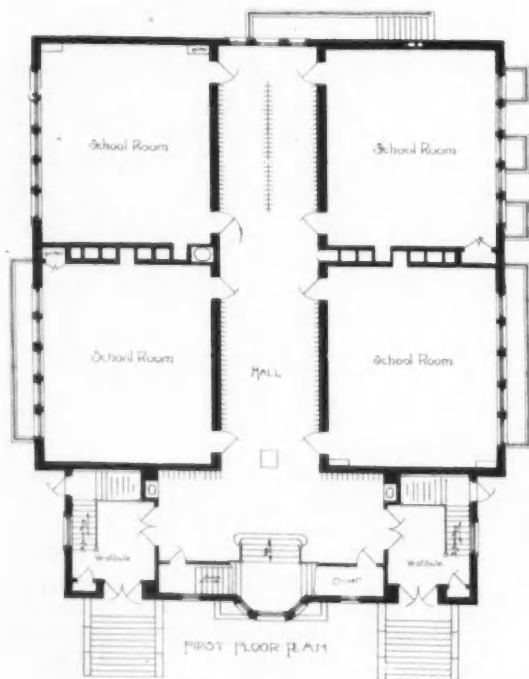
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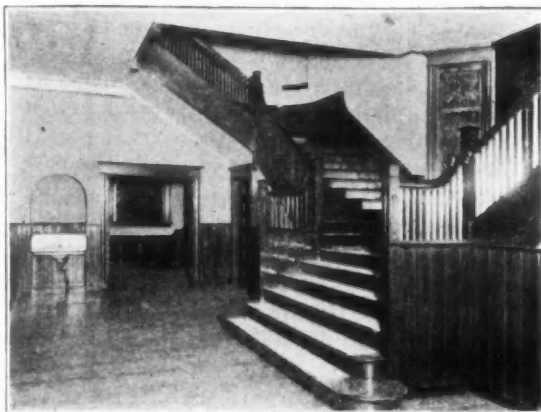
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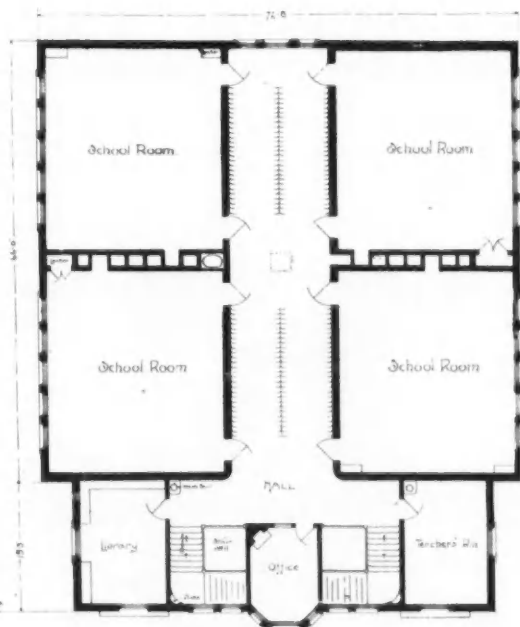
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Superintendent.



FIRST FLOOR PLAN



An Interior View.



SECOND FLOOR PLAN

EXECUTIVE SCHOOL OFFICERS AND THE NEW STEELE SCHOOL, COLORADO SPRINGS, COLO.



recovers, or is removed through the mysterious providence of an All-wise Creator.

The average teacher gives a prescription, knowing neither the nature of the disease nor the effect of the medicine he prescribes. Providence favors him by scattering the results of his labors over such a long stretch of time that it is either forgotten, or is wrapped in the charitable mantle of forgiveness as a past event for which there is now no remedy.

In law, before a man can appear at the bar, he must comply with certain requirements, which are believed to place him in a satisfactory relation with the best interests of his clients.

And even then the public is slow to seek his services, if his knowledge of the law be not broadened by the general principles of scientific research such as are developed by our higher institutions of learning.

And so we find it in all the professions outside the one that is of more consequence to humanity than all the others put together, and the very foundation of them all—the profession of human development.

What Ohio needs most today is a department of education where her teachers may receive such instruction as will qualify them to teach school—where they may be taught to look beyond the text book and see the child in its relation to God and man—and where they may learn how to bring the child within the magnetic field of upright action and hold him there until habit and reason link each human action with its divine purpose.

Character is the holy grail of which progressive humanity is in search, and if we fail in this, we miss the great object of our calling.

After the selection of the teacher, the next obstruction we meet is the lack of definite system of education.

Even the best teachers are handicapped by the vagueness of their duties, and the force of their teaching power is reduced to the minimum on account of an improper knowledge of the thing to be done.

The law of mechanics teaches that to produce motion, the power must be so applied as to act directly upon the thing to be moved. The mechanic who ignores this law at once pays the penalty by the loss of his position; as no company would retain, for a minute, a man whose labor is not only a loss in itself, but a destroyer of material, and an injury to the reputation of the company's product.

The child is the material, and the characterized man is the product.

Now, the process of attaining this end to that degree of perfection, that will remove the responsibility from the boards of education and the teachers, is what troubles the quickened conscience.

There is certainly, at every stage of a child's development, something which could be done that would be better than any other thing.

The state of Ohio should say in most emphatic terms what it believes that thing to be at every step from the lowest primary school to the university! The complete list of those "best things" should constitute the course of instruction.

It is not enough to say that a certain branch shall be taught and then leave the amount and the order of its presentation to the option of such personal interpretation as will make it a sliding scale to fit the individual qualification of those having it in charge.

Instead of saying "Arithmetic," let the state indicate just what that term is to comprehend; that is, make an itemized statement of the things, in their proper order, that must be developed to satisfy the conditions for which this branch is placed in the curriculum.

The object to be attained by the study of this science should be a fixed quantity, consisting of a definite number of principles, the comprehension of which is one of the necessary factors in the establishment of the highest, intellectual citizenship.

And so with each and every branch.

Then apportion this work among the various departments of public instruction, beginning with the lowest, and clearly specify just what belongs to each, thereby giving a definiteness to educational affairs that can neither be misunderstood nor misconstrued.

That the general form of our educational system could be improved goes without saying; and, we will not discuss the subject further than to say that the United States ought to have a national system of education; and that each generation should be catechized on the general principles of that system until they would have a full conception of its intents and purposes.

If we would have men and women of progressive ideas, they must be the outgrowth of boys and girls who are taught those things.

As to text book uniformity, we believe in that uniformity which will admit of a pupil's using any text that he may happen to be the possessor of on that particular subject.

Uniformity in the most profitable line of study is what we need more than that of text books.

If the subject to be developed be made paramount to "so many pages of the book," the matter of text will become of secondary importance.

Our experience teaches that the path of single-line uniformity leads but to the narrowness of thought.

Throw the matter wide open and invite the brain of the world to enter the contest for the clearest method of demonstrating those things set forth in the constitution of public instruction—the curriculum.

The patent office reports show that the mechanical genius is at work to the extent of about sixty inventions per day. And while it is true that the majority of them are not worth the paper they are printed on, yet we could ill-afford to obstruct the current that has placed us at the head of all nations in the line of this department.

Many a school book crank has chased the idle fancies of his own pet schemes, to fill a long-felt want in the public needs, and then fell by the wayside in his fruitless efforts to convince an unsympathizing public of the superior excellence of his production; yet it would hardly be a matter of economy to discard the Pythagorean demonstration because some man had failed to make plain that which he did not understand.

We are opposed also to the state's printing or dealing in school books in any manner, shape or form.

Let it make known to the people what it wants and competition will place at its disposal a better quality of text, a more substantial product of mechanical skill, and a lower price than the state would ever dream of.

Any law that does not stimulate the fullest, progressive thought of its subjects, is an obstruction in the path of the commonwealth's progress.

Even the fact that the state requires boards of education to be held responsible for the payment of the school books bought by the retail dealers is not a condition of affairs so complimentary to public intelligence as to justify that degree of pride that would proclaim to the lands of all the earth.

Another matter worthy our consideration is the growing tendency of both parent and child against the restraint of the latter.

The effect in its general tendency is bad, and unless the current of popular feeling be turned into another channel soon, disaster of a more or less serious nature will be the attending consequence.

The present condition of affairs, we believe, is the outgrowth of a legitimate desire for better things; but it seems that our Utopian idea was born of theoretic parents a little too far removed from the practical workings of the school room to ever give us undisputed possession of the field.

It is not wholly without the range of possibilities for persons who have not direct teaching charge of a school—and principals and superintendents are frequently found in this class—to run off on theoretic tangents that sound melodious to the ear and look beautiful on paper, yet they have no practical bearing whatsoever upon the subject outside the point of contact.

In order that there be no straying from the fold, it might be a question worthy of consideration to require those that have the matter in charge to demonstrate by actual work in the school room that the things which they profess are of a practical nature and may be safely used with success and profit.

If a child is to be governed, he must be taught to govern himself; and, if he ever govern himself, it will not be from an innate desire to do right, but from a knowledge of the fact that it is right and that there is a power behind the throne to make it right.

At no time in a child's education should he be permitted to come in contact with a teacher, principal or superintendent who has not the power to command the highest respect both for himself and the cause in which he is engaged. The school is a kindergarten commonwealth in which a pupil should be taught to respect the laws by which he is to be governed.

At first he should be led, then gradually brought to the front, and as he becomes self-supporting, the teacher should fall to the rear and finally drop out of his existence.

The most critical part of the journey is the first years of adolescence and the age leading up to it.

The shores of life are strewn with lawless human wrecks, the cause of whose destruction dates back to this period.

At this port of the "renaissance of life" the pupil unloads his childish wares and customs, and takes on a new cargo, the nature and value of which he knows not, further than that it is one that promotes him to a position of unbound self-importance.

His newly acquired dignity must be asserted and fain does he resent even the appearance of authority. Before he reaches this port, he should be boarded by a captain who has the ability and the power to enforce full and unconditional obedience.

The vessel of habit that a child builds up to this time, is the one in which he will sail the remainder of his life—it is not so much the quantity of text as it is the quality of the discipline that he is getting—and, if the best interests of the child be looked after, he should be left under the discipline of a teacher who is unable to completely and successfully control him, about as long as he would be willing to leave one of our own children in the presence of most deadly contagion.

I can conceive of no condition of affairs more to be deplored than that of having a child's manhood or womanhood cut short of its original possibilities, simply because it had more material in it, and of a finer quality than the teacher had the machinery and the ability

to work up. A child is not only to be taught what is right, but that submission to it which will insure his successful command when the reigns of public trust are turned over into his hands.

Another great danger that threatens our progress, more or less, is the tendency of school men to a general narrowing down as they pursue individual lines of thought.

When a man persuades himself to believe that he absolutely knows a thing, he is very apt to close his mind to the admission of any new evidence, and, therefore, his knowledge of that particular thing becomes fixed; and ever after the construction that he puts upon it will not be the one surrounded with the attending conditions of its time, but that of the time when it became a mummy in his vocabulary for the expression of thought.

There are numbers of apparently live people who speak a dead language. It is one of the most deceiving things in the whole catalogue of deception, and it intoxicates its possessor with the seeming profoundest depths of wisdom.

The great danger lies in our inability to detect its presence, and even though we be in the advanced stages of the disease, there is no power on earth that can convince us that we have even the slightest symptoms of it. Its germs flourish in every soil except progression.

When we come to feel that a thing is wrong because it does not coincide with our ideas, it might be advisable for us to boil our educational drinking water.

If we have arrived at that stage where we can handle, with comparative ease, those great questions that are so difficult for other minds, the possibilities are that, were our educational temperature taken, it would show an alarming nearness to the "no recovery" line.

And if our self-importance persuade us to believe that the progressive momentum which we have already acquired will carry us easily through the remainder of our journey, we are in a condition to keep without embalming, and the quicker our remains are removed to the educational potter's field, the better it will be for the community in which we reside.

A man sitting in a car on a side track, as a through express rushed by, said, as he looked out of the window at the passing train, "My, how rapidly we are going!"

He was simply mistaken as to which train was in motion.

(Continued on subsequent pages.)

## Kindergarten's Convention.

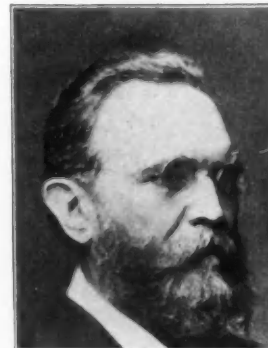
The International Kindergarten Union holds its eighth annual convention in Chicago, April 10, 11 and 12. This is a federated organization representing seventy clubs, kindergarten clubs and kindergarten associations in all parts of this country and Canada. It is the largest kindergarten organization in the world. The Chicago Kindergarten Club, with a membership of over 200, is to be hostess to the international guests. No less than 1,000 delegates and visitors are expected.

The list of speakers will include Miss Laura Fisher, Dr. Arnold Tompkins, Dr. W. N. Hailman, Col. Francis W. Parker, Jane Addams, Mary McDowell, Dr. Graham Taylor, Miss Mary McCulloch, Fannie Belle Curtis.

The meetings will be held at the Fine Arts Building, adjoining the Auditorium Hotel, on Michigan avenue.



MRS. J. N. CROUSE,  
Principal Chicago Kindergarten  
College.



DR. WM. N. HAILMANN,  
of Dayton, O.

Los Angeles, Cal. The street railway company has refused to grant the members any more free passes. The members of the board believe that they can compel the company to do so, maintaining that it was a part of the company's franchise requirements.



National Educational Association visitors to the City of the Straits will undoubtedly find considerable difficulty in mastering the several varieties of time that Detroiters find it agreeable to employ. Every clock that a visitor looks at appears to be running to suit the excursion steamer landing: "This steamer leaves for Sarnia, Ont., at 3 o'clock standard, at 3:28 local, and 4 o'clock eastern standard time."



DURAND W. SPRINGER, B.S.  
Director Commercial Dept.,  
High School, Ann Arbor, Mich.  
State Dir. N. E. A. for Mich.

Convention visitors stopping at hotels should employ standard time altogether. It is the time of the railroads, street cars, excursion boats, and hotels. If you happen to be stopping at a private residence, use local time, as it is the time of the home, the factory and the theaters. If you cross the river into Canada you will find eastern standard time in use. Committees in arranging meetings and excursions for conventions always employ central standard time.

All convention visitors will do well to employ standard time and then, if you happen to miss an appointment, arrive late at a meeting, or keep the meals waiting, excuse yourself by saying that you use local time. It is a current polite fiction and is exceedingly convenient.

"It is not a difficult matter," said Secretary Walsh of the Chamber of Commerce, "for strangers to find their way about Detroit without a guide. Woodward avenue running north from the river, divides the city into two grand divisions, the east side and the west side. The city hall, fronting on this avenue, should be selected as the starting point for all voyages undertaken by visitors. The cars of every street car line in the city come to the city hall. Facing the city hall, Michigan avenue is on your right, on which avenue you proceed two blocks to reach the Hotel Cadillac, the headquarters of the N. E. A."

"Woodward avenue is the leading retail and residence street, and Jefferson avenue is given up to the wholesale stores in the down town dis-

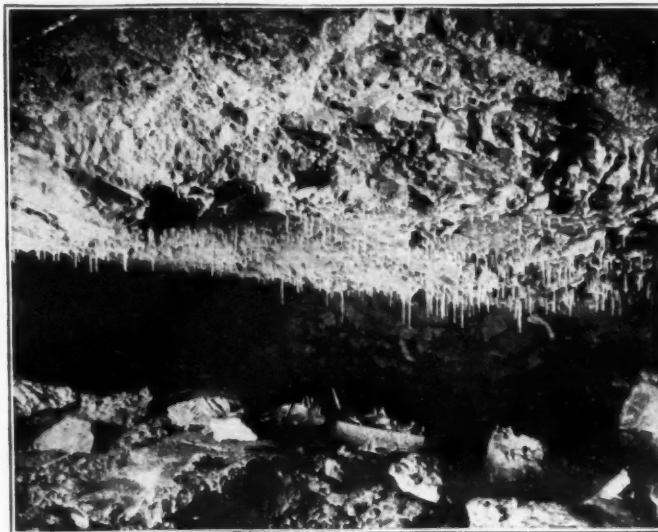
trict, but further out there are many fine residences.

"If you desire to locate the Light Guard armory, where all the big meetings of the association will be held, face the city hall again. Follow your left hand down Woodward avenue two blocks to Larned street; cross Woodward avenue and go east on Larned street two blocks, and in the center of the third block the armory is located.



MR. A. A. SCHANTZ,  
Chairman Entertainment  
Committee,  
Local N. E. A., Detroit, Mich.

"Detroit's three railroad depots are easily located when in the vicinity of the city hall. Face the city hall and then follow your left hand down to Jefferson avenue. If you wish to go to the Michigan Central turn to the right at Jefferson and walk down the avenue until you come to the station. If you wish to locate the Grand Trunk or the Lake Shore &



DAUSSAS' CAVE, NEAR DETROIT. STALACTITE CHAMBER IN TUNNEL.

Michigan Southern turn to the left at Jefferson and walk three blocks to Brush, and at the foot of this street the depot will be found. The south end of the city hall fronts on Fort street, and if you wish to find the Wabash, Canadian or the Marquette railroad walk west on Fort street to Third street.

"Woodward avenue runs north and south. Standing on that avenue with your back to the city hall you are facing east, your right hand is south, and your left hand north. All the street car lines are coming to a center where you stand. If you desire to go to the Art Museum or Belle Isle take a Jefferson avenue car going south. If you desire to go to Log Cabin park or the Central high school take a Woodward avenue car bound north. If you want to reach the Union depot or Fort Wayne take a west bound Fort street car on your right.

"With these few hints fixed in their memories convention visitors will have mastered everything that is liable to cause annoyance during their sojourn here and enable them to come and go at their pleasure.

"The famous lake and river resorts are divided into groups and are reached by four steamboat lines, each line to a group, and there are no competing lines. The Detroit, Belle

Isle and Windsor Ferry company boats take you to Windsor, Belle Isle and Boise Blanc park; the White Star line takes you to the St. Clair Flats and Port Huron; the Detroit & Cleveland Navigation company's boats run to Toledo, Cleveland, Mackinac Island and ports on Lake Huron; the Ashley & Dustin line reaches the Put-in-Bay group of islands and Sandusky."

#### LOCAL COMMITTEES.

General Committee—James E. Scripps, chairman; George H. Russel, treasurer; Daniel J. Campau, chairman reception; Oliver G. Frederick, chairman gen. exec. com.; Hon. W. C. Maybury, mayor of Detroit; Wales C. Martindale, supt. of schools; Edw. F. Marschner, president board of education.

The chairmen of the local committees to look after the several departments are as follows:

National Council of Election—James B. Angell, president University of Michigan.

Kindergarten Education—Miss Clara W. Mingens, supervisor of kindergartens.

Elementary Education—Miss Isabel F. Thirkell, principal Pitcher school.

Secondary Education—James H. Beazell, principal Central high school.

Higher Education—Clark B. Hall, principal Western high school.

Normal School—Miss Regenia R. Heller, head of normal department, city training school.

Art Education—Miss Myra Jones, supervisor drawing.

Music Education—Mrs. Emma A. Thomas, supervisor music.

Business Education—Templeton P. Twiggs, head of commercial department Central high school.

Child Study—Miss Harriet A. Marsh, principal Hancock school.

Physical Education—Miss Charlotte Carne, supervisor physical culture.

Natural Science Instruction—Lewis Mirbach, head of natural science department Central high school.

School Administration—Board of Education, Edw. F. Marschner, president.

Library Department—Henry M. Utley, city librarian.

Deaf, Blind and Feeble Minded—Miss Elizabeth Van Adestine, principal school for deaf.

National Herbart Society—Miss Amelia H. Dole, principal Farrand school.

Manual and Industrial Education—J. H. Trybom, director manual training.

The educational exhibits will be located in the corridors of the high school building, where all department meetings will be held. Applications for space should be addressed to Mr. Fred W. Moe, chairman on exhibits, Jefferson school, Detroit, Mich.

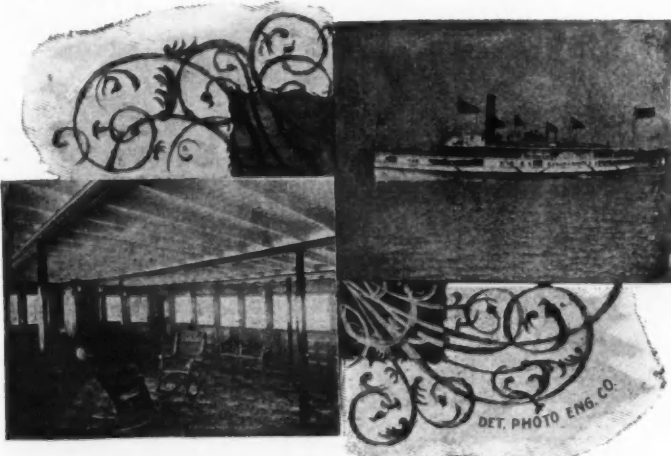
Mr. Moe is booking applications for space now and will make the assignments later on.

Applications for lodgings, as well as all other communications should go to Mr. O. F. Frederick, chairman executive committee.

The local N. E. headquarters are located in the Board of Education bldg.



This tasteful design has been adopted by the N. E. A. Committee for its letter heads.



THE STEAMER FRANK E. KIRBY MAKES DAILY TRIPS FROM DETROIT TO PUT-IN-BAY ISLANDS, LAKE ERIE. ROUND TRIP 50 CTS.



# Causes of School Board Defalcation.

By O. E. D. BARRON.

Read before the Ohio State Association of School Board Members, Columbus, O.

We often read in the newspapers of the misappropriation of public school funds, and in Ohio the state commissioner is frequently called upon to look into the accounts and affairs of



O. E. D. BARRON,  
Columbus, O.

some school district, which, upon investigation, has only proved the complaint to have had its origin by reason of some neighborhood or factional quarrel over the election of a superintendent or teacher, or some petty jealousy brought about by the defeat of the complainant, or probably one of his friends, for membership in the board of education.

I have made such investigations. That there is gross and willful disregard of many of the school laws by a majority of the boards of education of the state I have no doubt. Indeed, the carelessness exhibited by some of the boards, whose books I have inspected, is appalling and borders on criminality. This is due, I believe, in a large degree, to ignorance on the part of the members as to existing laws, and a lack of the application of sound business principles in the management of the affairs of the public.

The chief cause of school board defalcation, in my judgment, is the lack of a proper system of bookkeeping. This is borne out in the several examinations I have made of the books and accounts of derelict school officials of this state. There is abundant law in Ohio, and no doubt in many other states, to protect school funds, for section 4055 R. S. provides that the county auditor shall furnish the clerk and treasurer of each school district in his county with suitable blank books, according to a form prescribed, or rather approved, by the state commissioner of common schools, in which each officer shall keep an account of the school funds of his district, further specifying, in detail, how such books and accounts shall be kept, and what shall be shown therein.

In no two districts which I have ever visited did I find these accounts similarly kept. There should be uniformity in the bookkeeping for school boards, and no books allowed to be used except the form as sanctioned by the state commissioner, who should prepare a system to conform to the laws of the state regarding the resources and needs of boards, and also to facilitate the securing of financial statistics and information at any time without great effort or research. In Ohio there should be a uniform register, call it cash-book, ledger, or whatever you please, for the township clerks and treasurers of the state, in which should be entered the receipts on one page and the disbursements on the other.

As a suggestion for Ohio, the receipt side should show—

1. The day, month and year of such receipt;
2. The number of the receipt;
3. The person from whom received and on what account;
4. The amount entered in one of the following general columns:

(a) From state sources, i. e., state common school fund, interest on section 16 and on Virginia military lands and any other state sources;

(b) From local levy, i. e., the proportion of the township levy made by the local school authorities;

- (c) From sale of bonds or borrowed money;  
(d) From tuition fees, fines, licenses, penalties, etc.

Each of these amounts being also carried into a total column, the footing of which at the bottom of each page should equal the sum of the preceding four columns.

The disbursement side should show—

1. The day, month and year of such disbursement;
2. The number of the warrant or order;
3. The person to whom paid, and for what purpose;
4. The amount entered in one of the following columns:

(a) For tuition, i. e., for teachers and supervision;

(b) For maintenance, i. e., for officers, janitors, fuel and light, printing and advertising, supplies and stationery, interest and petty repairs, and expenses not elsewhere scheduled;

(c) For property, i. e., for lots, new buildings, additions to buildings, furniture and apparatus, and all permanent improvements;

(d) For indebtedness, i. e., amount paid on bonds or loans.

Each of these amounts being also carried into a total column, the footing of which at the bottom of each page should equal the sum of the preceding four columns.

At the close of the entries for each month, on both the receipt and disbursement side, there should be footings for the month under each appropriate column, and after balancing for the month, the total footings for the school year, prior to the current month, could be carried forward from the preceding month to a line below, and these two added will give the totals to date for the school year. A book of account such as this would enable the clerk and treasurer to ascertain the true condition of the school fund at any time, at a glance—that is, the amount received and expended for each particular purpose for the month, or for the year, or fractional part thereof. If it is desired by the township board, in addition to the above, to show a distribution of the expenditures for each sub-district, a separate account may be kept in this same book, by using the disbursement side of this register on which to make such distribution. With this suggestion for a financial book, no skilled bookkeeper is required, nor even any knowledge of double entry bookkeeping.

I desire to impress upon all school clerks and treasurers the inestimable value of a frequent settlement or balance. It should be not less than bi-monthly, and, if possible, monthly. Had this been observed in Cincinnati, even semi-annually, a defalcation could have been detected a dozen years ago. Boards of education should also require the clerk and treasurer to present a monthly financial statement to the board, in order to keep them fully advised of the condition of the funds of the board. It will

also incidentally familiarize the members with the several sources of revenue and items of expense.

In villages and small districts the township form of bookkeeping above referred to would be entirely applicable and satisfactory. In larger districts this same general form or suggestion could be used, except that it should be more extended, while in city districts of the first class a special form based on this same idea could be prepared to suit the local conditions and requirements. A sample of the blank forms used in the Cincinnati investigation are herewith submitted and will more clearly elucidate the foregoing. That the lack of a proper and uniform system of bookkeeping for school officials is the chief cause of school defalcations the speaker believes does not admit of argument.

A second reason for school board officials—and other public officials, for that matter—getting into financial difficulties, is the entire absence of a public audit or accounting. In Ohio, when the state auditor has a written complaint filed in his office against any county officer of the state, he may order an examination of the accounts of such official. Likewise, the state commissioner of common schools is authorized to investigate any school district of the state, but unless he suspects fraud, or is called upon by three or more freeholders to make such investigation, he never acts, for the reason that he has no funds at his disposal for that purpose. True, the laws of Ohio (section 4044 R. S.) provide for an annual settlement of the treasurer of a school district with the county auditor within the first three days of September, for the preceding school year, at which time the treasurer is supposed to present a certified statement showing the amount of money received and paid out and to produce vouchers for all payments made. I venture the assertion, however, that not many school treasurers of this state have complied with the provisions of this law, especially in city districts where a large number of vouchers is annually issued, nor do I believe that many of the county auditors of the state have required a strict compliance with this section. The reason for the laxity in its observance lies probably in the fact that in city districts the laws do not provide for adequate compensation to those whose duty it is to enforce them. The treasurer is allowed \$1 and mileage for making this annual settlement, and few treasurers of city districts are willing to give the time it would necessarily demand for the mere pittance received, assuming that the county auditor would be willing to give it attention without any special compensation. It is my opinion that but few county auditors have ever thought of requiring city districts school treasurers to make such settlements, and it is my further belief that very few know that the law requires them to compel treasurers to make exhibits such as outlined above. The state commissioner, therefore, not making any periodical examinations, and the county auditor ignoring the law above quoted, leaves the board of education of any city district practically without any restraint or supervision. This fact soon becomes apparent to a school official. The board of education delegates its powers to committees, which, in turn, too often trust the entire committee work to its chairman; the chairman either neglects, or inefficiently performs the work assigned, and it is easy to see why occasionally school officials come into disrepute. If the laws of the different states required the state commissioner to make at least an annual inspection of the city districts, and of the smaller districts as often as possible, there is no doubt but that many dollars would be saved to the taxpayers in curbing extravagance, if not preventing defalcation.

(Continued on subsequent pages.)



PROF. CLINTON S. MARSH.  
Recently superintendent at North Tonawanda, now superintendent at Auburn, N. Y.

# THE AMERICAN School Board Journal

DEVOTED TO

School Boards, School Officials and Teachers.

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## BEAUTY IN SCHOOL ARCHITECTURE.

Criticism is frequently made that too much money is spent upon school buildings in the way of unnecessary ornamentation.

We know of no single city in the United States that has ever regretted the erection of a school house that was beautiful from an architectural point of view. Such buildings have always become the pride of the community and have added to the prestige, and, indirectly, if not directly, to the material welfare of the city.

It is true that money is wasted when spent on mere fripperies in architecture and trimming, but there should be no departure from the policy of putting all possible real beauty into the structures where so many young minds are to be gathered. The educational and elevating influences of true beauty in surroundings is beyond dispute. It is specially important that these influences should be exerted where characters are being formed. Renan found the suggestion of divinity in the pure lines of the Parthenon. We may not copy the old Greek marvel for the uses of our school children, but we may build by rules of art as well as utility, realizing that beauty, far from being the monopolized dream of artists, is a very potent and practical missionary among men. Not one cent of public money is wasted which goes to pay for a single higher, purer thought in one of the people's children.

## PRISON-MADE SCHOOL FURNITURE.

The bill before the New York legislature to allow school officers to purchase school furniture in the open market, without reference to the law which now compels them to make requisition upon the state prison authorities for all furniture, is the outcome of the action taken at the meeting last fall of the New York State Association of School Boards. At that meeting this resolution was adopted:

*Resolved,* That the legislative committee of this association is hereby authorized and directed to seek the repeal of the compulsory feature of the law known as the prison furniture law, at the coming session of the legislature. Such action as the committee may deem advisable to this end to be taken in the name of this association.

Mr. W. A. Choate, in arguing against the present system, shows that it costs more to produce furniture than it would if the furni-

ture were bought in open market. It cost \$6,500 for citizen employes to instruct and supervise the convict workmen. Add to this an item of 25 cents per desk royalty for the full capacity of 100 desks per day, or \$7,500, and we find that it costs the state fully \$14,000 for outside help and royalty to produce 30,000 school desks—or nearly 50 cents each. This includes nothing for clerical help in Albany, or other incidentals, which doubtless swell this estimate largely.

Passing this phase of the case, continues Mr. Choate, let us try to ascertain how the prison authorities dispose of the school desks produced by their plant. They claim a capacity of 30,000 desks annually, and have publicly estimated the consumption of the state at about 75,000 desks. Not one of these desks can be legally purchased in the open market, as they construe the law, until requisition has first been made for prison goods. In other words, they assume the right to hold up the purchase of 45,000 desks until they grant certificates allowing purchase in the open market. Is not this a dangerous feature of the law? Does it not afford an opportunity for favoritism, and if so, is it ever embraced? Is there any penalty for violation of the law, and if so, is it ever enforced?

The most objectionable feature in the law, no doubt, is the thought that school boards are obliged to provide the children with the product of prison labor to the exclusion of free labor. The interests of convicts, under such a system, are considered of greater importance than the dignity of school boards and the welfare of the child.

## NONPARTISAN SCHOOL MANAGEMENT.

The trend of school legislation in the several states during the past two months has been largely in the direction of non-partisan school management. Among those who have taken a progressive position is Gov. W. T. Durbin of Indiana. An extract from his inaugural address has been forwarded us by Supt. J. W. Carr, of Anderson, Ind. The extract reads as follows:

"The more I have learned of the results of the non-partisan management of our institutions the more I have become convinced of the practical utility of the methods now employed. While I am myself a partisan, of somewhat flexible temperament in that particular, I cannot but realize that my first duty is to the state. Whatever I may think personally will not be permitted to serve as a rule and guide to my actions officially. I believe in the wisdom and justice of the merit system. I favor rewarding friends who have been my good friends, but I cannot do so by going contrary to the promptings of my conscience. In accepting this office I become in large measure responsible for the care and comfort of hundreds of wards of the commonwealth whose conditions call for pity and for tears. Knowing full well these conditions, I can never consent to the indorsement of any proposition purposing a backward step. Indeed, I am

frank to say further that politics should be eliminated from the public schools and that the merit system should be made legally applicable there, also. I realize that this suggestion will be met with objections, but it is only a question of time when that result will be forced to consummation by intelligent public opinion and the progressive spirit of twentieth century civilization. One's worth and usefulness should count for more than reward for party service, even in the management of our schools."

Gov. Durbin was a member of the school board at Anderson previous to his election to the high position he now fills. During the time he was a member the schools were entirely divorced from politics, nepotism and favoritism of every kind and administered according to purely educational and business principles. To bring this state of affairs about, his colleagues, S. M. Keltner, C. W. Prather, and B. H. Campbell, worked hand in hand together, and the credit is due alike to these gentlemen. The successors of Mr. Durbin and his colleagues have continued the non-partisan administration of the schools, firmly establishing the merit system.

## TIMELY SCHOOL LEGISLATION.

A bill has been introduced in the Illinois state legislature providing for the heating, lighting and ventilating of public school houses, and fixing penalties for the violation of the same. No one knows better than the teachers and principals the benefits of pure air and good light in a school room. Every parent having a child attending school will endorse such a measure.

When it is understood that the ordinary school room, occupied by fifty pupils and one teacher, contains only enough air to supply them about twenty minutes until it has all been breathed once, and to keep the children in a closed room without any ventilation for several hours, the air becomes very unhealthy, it will be recognized that some provisions must be made by which fresh air can be brought into the school room without opening the windows.

There must also be some provision made to take out the impure air. By opening a window the air comes directly upon the children. This is very injurious and ought never to be done, but if no provision is made for ventilation, this is the only way to admit fresh air into the school room, and the object of this bill is to remedy this evil.

At first thought it would seem that a measure of this kind would not be necessary; that if fresh air in a school room is a benefit, all schools would be provided with a good system of ventilation. But when it is remembered that only about one school in every hundred is properly lighted, heated and ventilated, it will be seen how necessary legislation is on this point.

If this bill should become a law every school room would be provided with a proper amount of light brought in on the left side of





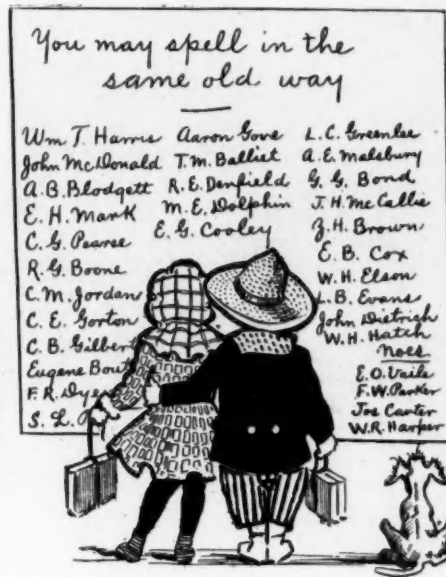
Pres. Graham H. Harris, of the Chicago Board of Education, sets an example by encouraging the Anti-Cigarette League.



Dr. Henry Houck. O. T. Corson.

M. G. Brumbaugh.

Two American educators have gone to Porto Rico to do institute work for Commissioner of Education Brumbaugh.



The Department of Superintendence, N. E. A., votes to continue the present mode of spelling.

the pupil when seated; this would prevent any light striking directly in the face. There are other features in the bill that are quite commendable and ought to be provided in every school.

Massachusetts and other states have similar laws; some large cities have ordinances requiring all schools to be properly lighted, heated and ventilated. Where these laws are in force much better schools are the rule. It required a law to ventilate our coal mines, and why not give our children the same protection we do our miners?

#### WOMEN SCHOOL BOARD MEMBERS.

An Eastern journal published in a city where the subject of placing women on the school board is under consideration, comments upon the subject as follows:

The board of education is or should be essentially a business body. It employs a superintendent who is or should be competent to manage the schools. It employs teachers who are or should be competent to teach. What is there aside from these functions which women commissioners are especially adapted to look after?

There should be no objection to a representation of competent women in the board, but this class has steadfastly declined to stand as candidates. "Reformers" have occasionally been elected to the board, but things looked differently from the inside. Professional "reformers" are out of place in such a body. All the interests under the charge of the board need calm judgment and considerate action, which the "one idea" official rarely exercises. However, if our sisters wish to demonstrate their ability to equal or improve the management of their brethren, let them put their best representatives in nomination, so that in case of their election there may be no failure in the work of reform.

#### MEDICAL INSPECTION.

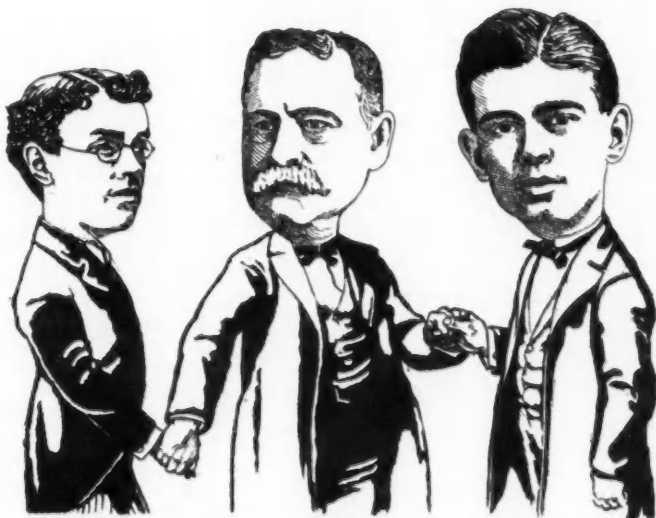
A system of medical inspection was first introduced in 1894 in Boston, where it originated. Dr. E. M. Greene, the chief medical inspector of schools, in a recent address, said: "The masters and teachers appreciate the fact that this work is beneficial to themselves as well as to the pupils and are anxious to

co-operate in carrying it out. The parents see, with approval, that their children are safeguarded from danger, and from the general public nothing has been heard but commendation."

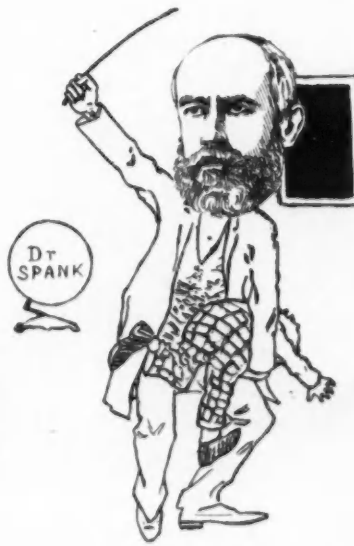
The medical inspectors are paid a salary of \$200 a year. They are required to make a daily visit to the schools and examine such children as are reported to them by the teachers as having shown symptoms of contagious disease or other ill health. Those afflicted with contagious disease of any kind are promptly excluded from the schools. Besides giving attention to contagious and other diseases, the medical inspectors in Boston have performed a valuable service by giving advice to individual pupils on the subject of proper clothing, food, exercise and cleanliness. They sometimes address the teachers of the schools on such subjects and mothers of the children frequently attend such addresses. The whole scheme of medical inspection of schools has worked out very satisfactorily in Boston and is now considered an indispensable adjunct to the school system of the city.



Supt. D. L. Bardwell, of Binghamton, N. Y., lectures in Seattle, Wash.



Supt. Warren Easton, of New Orleans, is given two assistants—Prof. Nicholas Bauer and John R. Conniff.



Dr. G. Stanley Hall, of Clark University, Worcester, Mass., in a recent lecture favored corporal punishment.

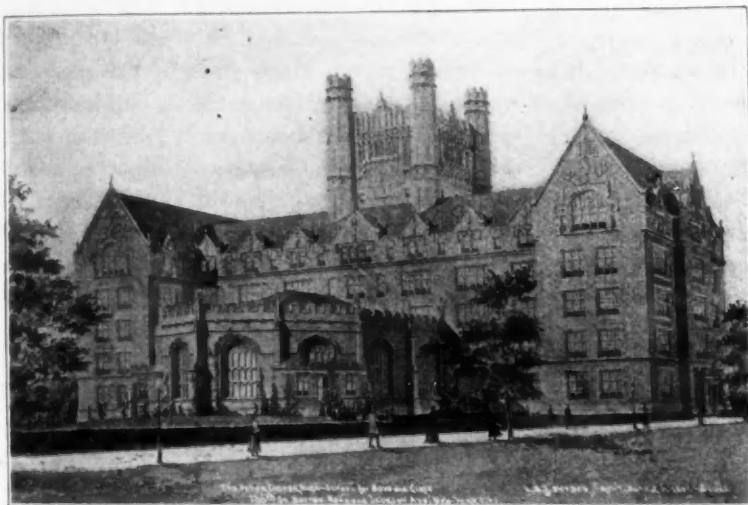


Dr. Nicholas Murray Butler lectured on "The Improvement of the Teaching Force in the Public Schools" at Philadelphia last month.

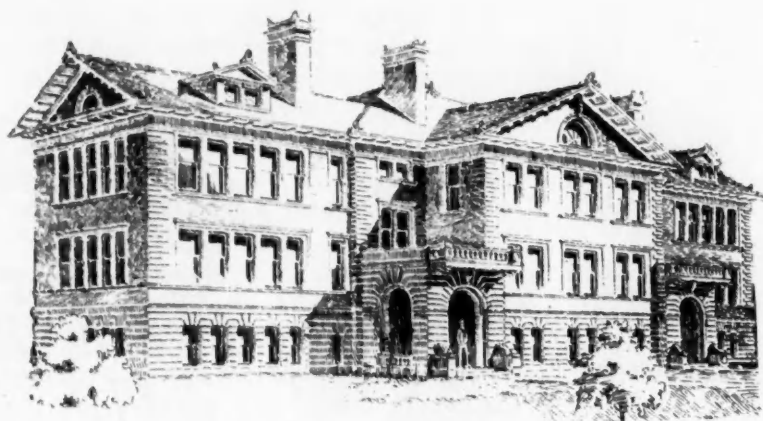


C. B. J. Snyder, Archt. and Building Supt. of Schools.

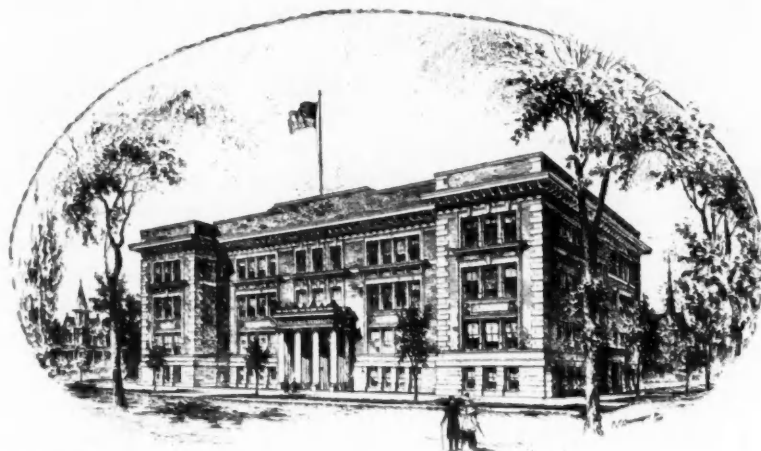
FRONT VIEW OF THE NEW PETER COOPER SCHOOL, 166TH STREET AND JACKSON AVENUE, NEW YORK CITY.



REAR VIEW OF THE NEW PETER COOPER HIGH SCHOOL, NEW YORK CITY.

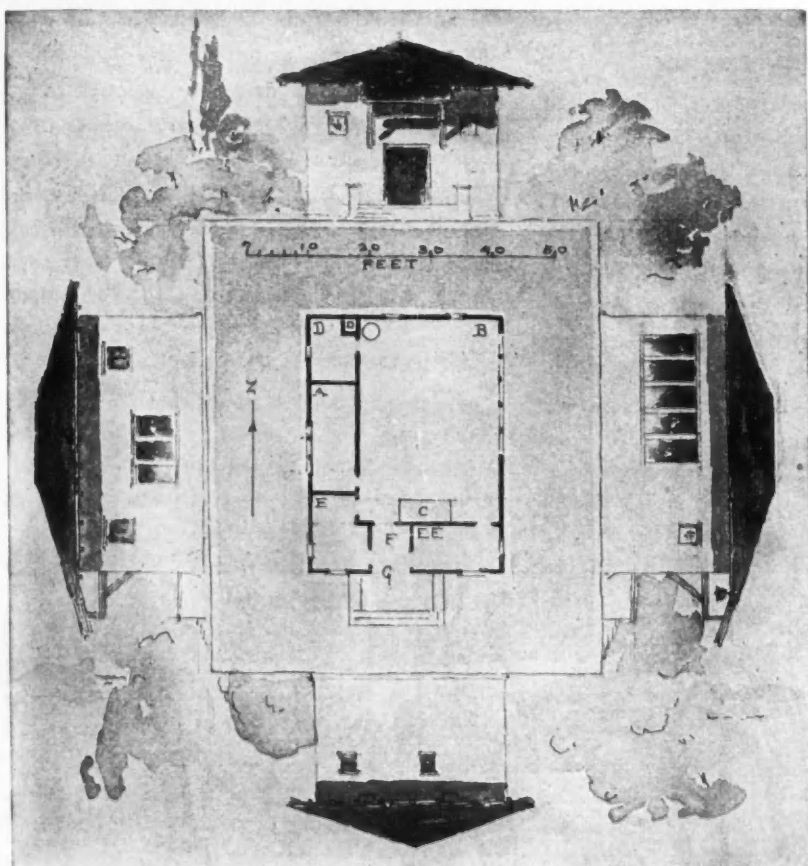


THE NEW HOLMES SCHOOL, SPOKANE, WASHINGTON.

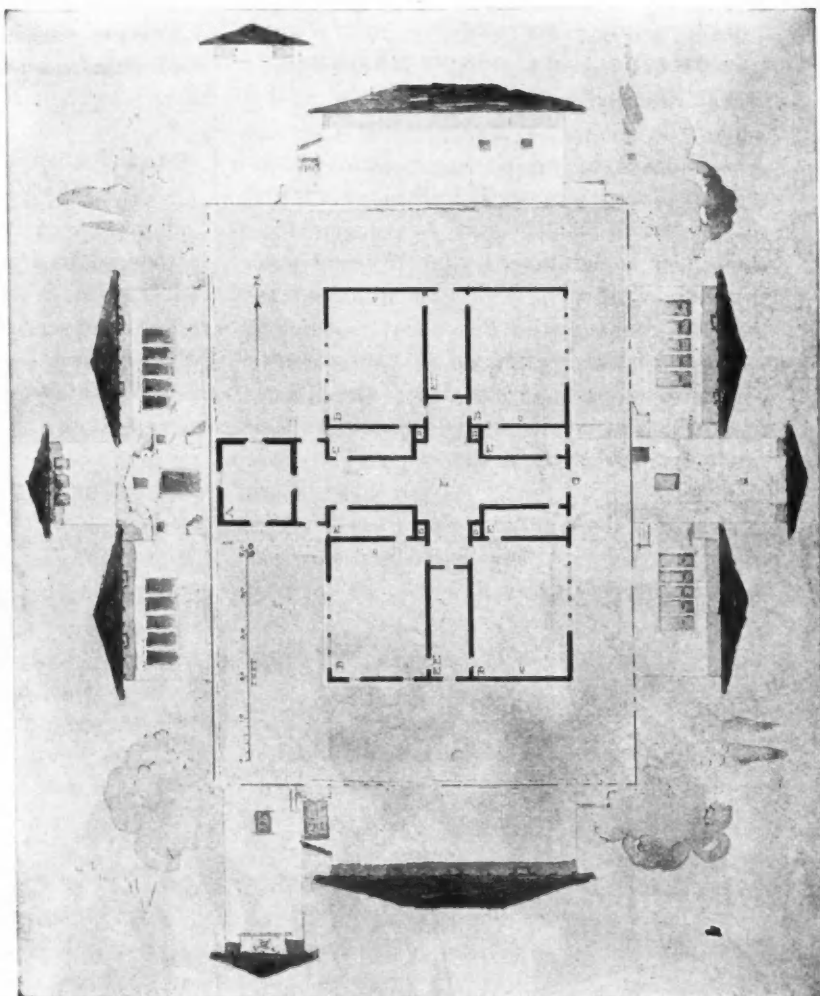


W. B. Mundie, Archt.

THE NEW JOHN C. COONLEY SCHOOL, CHICAGO.



FOUR ROOM PLAN.



ONE ROOM PLAN.

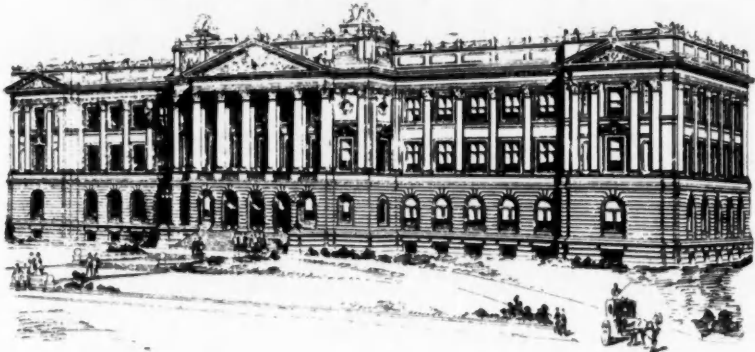
### PLANS FOR RURAL AND VILLAGE SCHOOL BUILDINGS.

By Bernard Maybeck, Architect, University of California, Berkeley, Cal.





C. M. Hartenberger, Archt.  
NEW MARGARETTA SCHOOL, PITTSBURG, PA.



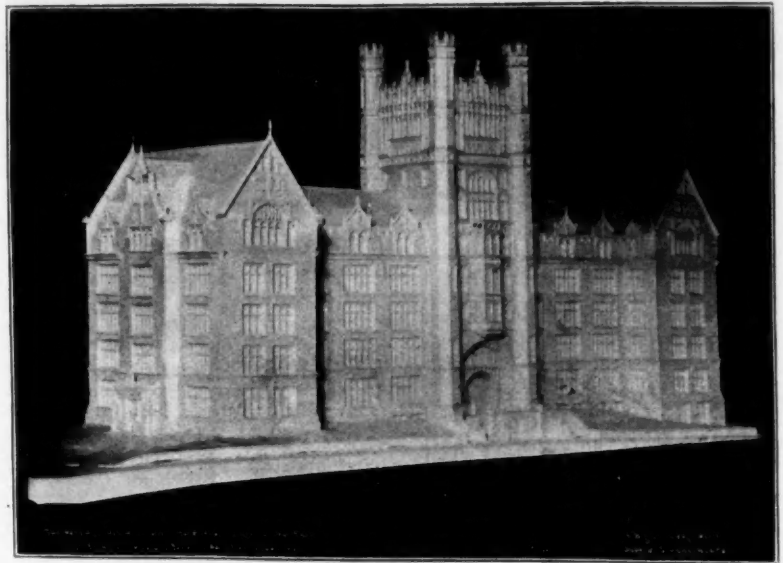
John Latenser, Archt., Omaha, Neb.  
X WING OF THE NEW HIGH SCHOOL BUILDING, OMAHA, NEB.



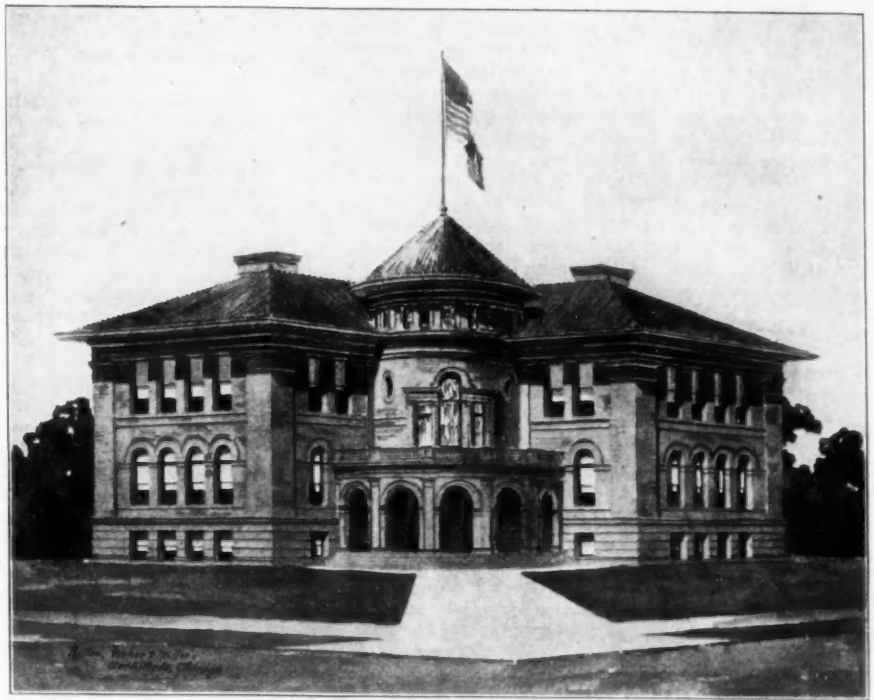
Fremont D. Orff, Archt., Minneapolis.  
NEW SCHOOL DISTRICT NO. 68, WELLS, MINN.  
Cost \$30,000. Capacity 600.



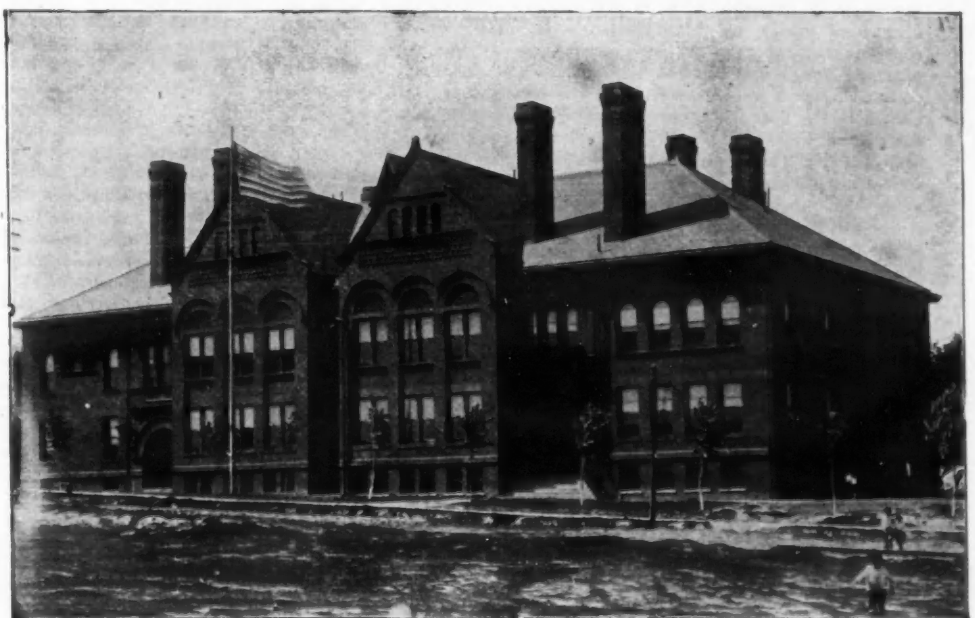
Pattin, Miller & Fisher, Archts., Chicago.  
FIRST FLOOR PLAN WASHINGTON SCHOOL, S. EVANSTON, ILL.



A CLAY MODEL OF THE NEW PETER COOPER HIGH SCHOOL, NEW YORK CITY.



THE NEW WASHINGTON SCHOOL DISTRICT NO. 2, SOUTH EVANSTON, ILL.  
X 8 rooms, cut stone, Roman brick, tile roof, red oak finish. Cost \$35,000.



John Latenser, Archt., Omaha, Neb.  
COMENIUS SCHOOL, OMAHA, NEB.  
16 rooms. Cost \$40,000.

## RECENT MODERN SCHOOL BUILDINGS.



The Sadler-Rowe Co., of Baltimore, Md., will shortly bring out a commercial geography. The author, J. J. Macfarlan, A.M., is the librarian of the Philadelphia Commercial Museum and is a man of extraordinary attainments in his branch. The laboratory method will be followed throughout the book.

Mankato, Minn. Opposition to the vertical system by business men prompted the board to discard it.

Supt. J. H. Collins, of Springfield, Ill., says that vertical writing has been in his schools for the past five years and is an assured success.

New York. A bill introduced in the legislature seeks to make it obligatory to have the union label upon all school books.

Kenosha, Wis. Text books in use cannot be discontinued or changed without the sanction of the principal and two third vote of the text book committee.

Kansas. Although the legislature failed to pass a text book bill, Governor Stanley believes in the extension of the Text Book Commission. In an interview the governor said that sometime between now and September 1, 1902, he will appoint a new commission to succeed the present commission. His action will be in accordance with the law enacted by the special session of 1898, which extended the life of the commission five years.

Waycross, Ga. The board has ordered that all future examinations for teachers' licenses will be held from Roark's Methods in Education.

Messrs. Cooke & Fry, of 70 Fifth Avenue, New York, the publishers of "privately printed" books, are making a specialty of the production of school catalogues and annals, and general announcements for educational institutions. They employ novel methods of execution, and otherwise adapt these works to the best modern requirements.

Messrs. Benj. H. Sanborn & Co., who make a specialty of secondary school and college books, have opened a branch house at 378 Wabash Ave., Chicago. This house will be in charge of their present Western Agent, Mr. James E. Warner, who is a graduate of Cornell University, has had two years of post graduate work at the University of Chicago, and has taught the classics in one of our colleges.

Wherever free text books have been introduced, says Edwin G. Cooley, superintendent of Chicago, there has been a marked increase in the attendance in higher grades.

Wapello, Ia. The American Book Company will furnish the county with about seventy per cent. of the text books under the uniformity plan for the next five years, while D. C. Heath & Co., of Chicago, and Welsh & Co., of Omaha, will share in supplying the balance. The contracts call for 17,400 volumes.

Louisville, Ky. The Central Labor Union has asked the board to adopt for use in the schools the Williams and Tilford writing copy-book, for the reason that it would be an encouragement to home industry.

Washington, D. C. The school board has been agitated several months by a protest against the use of a song book known as "The Student's Hymnal," which contains several familiar religious hymns as well as patriotic songs and choruses appropriate for children's voices. After a long discussion in the newspapers and elsewhere the board laid the protest upon the table and adopted an elaborate report in which it "agrees to the proposition of those who contend that sectarian religion should not be embraced in school exercises," but do not agree with those "who insist upon excluding every formal recognition of divine providence from the schools." It quotes at length from the decision of the United States Supreme Court in the Warren case, which held that christianity was the religion of this nation.

Salt Lake City, Utah. In the legislature the House Committee on Education reported adversely on a measure offering a prize for the best text book on geology, zoology, botany and nature study.

Frank V. Irish, the author and publisher, will remove his headquarters from Columbus, O., to Chicago.

Alabama. A uniform text book bill was killed in the Senate.

Cleveland, O. Prang's Manual, Part I and II, and Prang's Elementary Course in Art Construction are in use in the schools.

The Gregg system of shorthand was tried in the State Normal at Emporia, Kansas, but was set aside for the regular American Pitman Phonography.

Barnes' Shorthand text book of American Pitman Phonography has been used in the Washington, D. C., Business High School for the last ten years.

Cleveland. The five-year contract for text books will expire in a few months. Several firms are already looking after their interests.

Cincinnati. Penmanship Supt. Stedman is making war on vertical writing.

Milwaukee, Wis. The state furnishes a copy of the Webster's Unabridged dictionary for each new room as

it is opened, but does not replace the book at any time. Some of the books now in the schools are from ten to twenty years old and are to be discarded. The board has ordered them replaced in the upper grades by Webster's Unabridged and Webster's Collegiate dictionaries. The committee on course of instruction and text books has recommended the adoption of Metcalf's Elementary English and Metcalf's English Grammar.

The Morse Co. has the following books in preparation for early issue: Spelling—The Quincy Word List, Supt. F. E. Parlin. Series of Arithmetics—Intermediate Arithmetic, Carroll. Higher Algebra, Atwood. New Century Readers—Books III and IV, Thompson, J. G. and T. E. Geographical Series—Around the World, Book III, Carroll. Historical—History of the U. S. Chancellor. Dutton's Historical Series—Revolution, third book. Phonetic Readers—Three-Book Series, Deane. Popular Readers—Five-Book Series.

The Wholesale and Retail Set of the Commercial and Industrial Bookkeeping published by the Sadler-Rowe Co. has just been brought out. The Inductive Set has had a remarkable record, having secured nearly twelve hundred adoptions.

Maynard, Merrill & Co., will shortly bring out "Modern Chemistry," by Fredus N. Peters, A. M.

The Educational Publishing Co. of Boston and New York announces that 25,000 of its thirty volume libraries are now in use in the schools of the United States.

Belford, S. D. Schools have been equipped with libraries by A. Flanagan of Chicago.

#### ADOPTIONS.

The Fisher & Schwatt Algebras are now in use as class text books in public schools in New York City, Philadelphia, Baltimore, Denver, Asheville, N. C.; Charleston, W. Va.; Kokomo, Ind.; Norristown, Pa.; Martinsburg, W. Va.; Leesburg, Ind.; North Adams, Mich.; Media, Pa.; Winamac, Ind.; Port Arthur, Tex., and in many other cities and towns.

West Superior, Wis. The board has purchased copies of the following books: Walsh's Arithmetic, Primary Geography, Advanced Geography, Story of the Greeks, Story of the Romans, Fiske's United States History, Montgomery's History, McMaster's History, Progressive Readers, Student's Cyclopedia, Well's Algebra, Stanhoof's German.

Ireton, Ia. Carpenter's Geographical Readers and noted Americans have been introduced into the intermediate room as supplementary work.

Glenwood, Ia. County adoption: Readers (two St. Joseph, Mo. Barnes' Shorthand for high schools, series adopted) Regular, Baldwin's, American Book Co.; Supplementary, Cyr's, Ginn & Co.; Primary U. S. History, Mowry's, Silver, Burdett & Co.; Advanced U. S. History, McMaster's, American Book Co.; Geographies, Butler's, Butler, Sheldon & Co.; Physiologies, Overton's, American Book Co.; Physiology, supplementary, Krohn's; Language, Reed's, Maynard, Merrill & Co.; Civil Government, Guthridge, W. M. Welch & Co.; Primary Speller, Bowen's, Globe School Book Co.; Advance Speller, Reed's Word Lessons, Maynard, Merrill & Co.; Algebra, Wentworth, Ginn & Co.; Arithmetics, Milne, American Book Co.; Grammars, Read & Kellogg, Maynard, Merrill & Co.; Primer, Wheeler's, W. H. Wheeler & Co.; Copy Books, Merrill's, Maynard, Merrill & Co.; Music, Henson's, A. Flanagan & Co.

Barnes' Shorthand text book has been adopted by the Galesburg, Ill., High School; Marinette, Wis.; Milo, Me.; Mt. Clemens, Mich.; Norton, Kans., Graded Schools; Mt. Vernon, N. Y.; Sioux City, Iowa.

Lewiston, Me. Nichol's Graded Lessons in Arithmetic.

Somerville, Mass. Tarbell's Complete Geography. Grand Rapids, Mich. Richardson's Commercial Law for the high schools.

Lynn, Mass. Montgomery's History.

Cresco, Ia. County adoption: Bass' Beginner's Primer, Cyr Readers, Modern Speller, Hyde's Course in English, Milne's Elementary and Standard Arithmetics, Milne's Algebra, Montgomery's Beginner's History, Montgomery's Leading Facts of History, Chandler's "Iowa and the Nation," Frye's Elementary and Complete Geography, Blaisdell's Physiology, Standard Course Copy Books (vertical), Webster's Primary and Academic Dictionaries, Webster's International Complete Dictionary, Fullerton's Music Books.

Isaac Pitman system and Complete Phonographic Instructor has recently been adopted in the following schools: Eastern District High School, Brooklyn, N. Y.; North Attleboro (Mass.) high school; West Roxbury (Mass.) high school; Hanover (Ill.) high school; Harlem (N. Y.) Y. W. C. A.; Wiley University, Marshall, Tex.

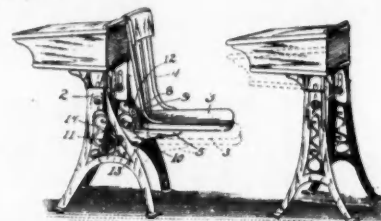
Muscataine, Ia. County adoption: The Western Publishing House, Synthetic Speller, Primer and Reader; W. M. Welsh & Co., Civil Government; Werner Book Co., Physiology and Geographies; Maynard, Merrill & Co., Speller, Language and Grammar; Butler, Sheldon & Co., Readers and Arithmetics; American Book Co., Algebras, Histories and Dictionaries; McMillan & Co., History and Physical Geography; Eaton & Co., Writing Books; R. L. Meyers & Co., Mental Arithmetic; W. H. Wheeler & Co., Primer; C. D. Heath & Co., Primer.

San Diego, Cal. Barnes' Shorthand for high schools.



#### PATENTS GRANTED.

SCHOOL DESK. William B. Cogger, Springfield, Ill., assignor to the American School Furniture Co., Jersey City, N. J.



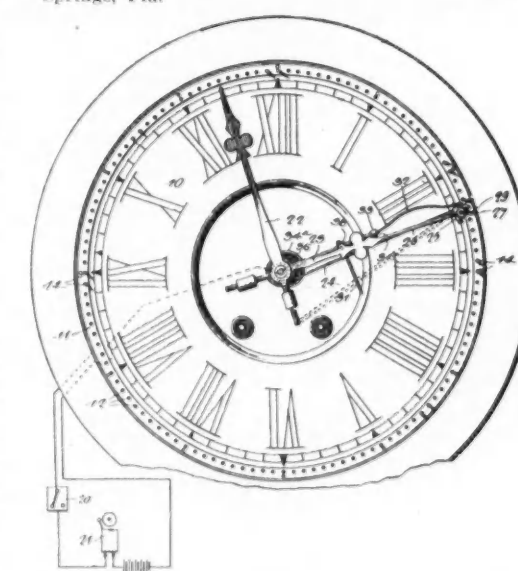
In a school desk the combination of the side frames of the desk having inturned edges, rigid bracket arms, both arranged between said side frames and having grooves in their outer sides into which the edges of the side frames fit, a chair bottom securing said arms rigidly at a fixed distance apart, means for sliding said arms up and down on said side frames and means for tying said side frames together in the vicinity of said arms to prevent spreading, whereby said chair bottom may hold said arms rigidly against the side frames, while said tying means pull the side frames inwardly against the arms.

SCHOOL FURNITURE. Wilford C. Hudson, Athens, O.

In an adjustable support for school furniture, the combination of a stationary and a movable member, one member provided with a slot and the other member provided with bearings for a shaft, a shaft extending through both the stationary and movable members, and a pulley fixed on said shaft; with a cable having one end attached to said pulley and the other end connected to one of said members whereby one of the parts may be adjusted.

Also the combination of the opposite standards having slots substantially as described, the desk top castings, and a shaft journaled in said top castings with its ends projecting through the slots in the standards; with cables attached to said shaft and to said standards, whereby the desk top may be adjusted, and nuts on said shaft for clamping the parts.

PROGRAM CLOCK. Cleburne L. Hayes, De Funiak Springs, Fla.



The combination with a clock and a hand thereof, of a pivoted contact-arm carried by the hand, a contact disposed for normal contact by the arm, a contact pin in the path of movement of the contact arm for engagement thereby to move it pivotally from the contact with which it is normally engaged, and an electric alarm circuit including the pin and the contact with which the arm is normally engaged.

The combination with a timepiece, of a contact arm pivoted to a hand of the timepiece, a contact plate against which the arm normally rests, a contact pin in the path of movement of the opposite end of the arm for engagement, thereby to raise the arm from the contact plate, means for holding the arm yieldably against the contact plate, and an alarm-circuit having its terminals connected with the pin and the contact plate, respectively.



## SCHOOL SUPPLIES.

Baltimore. John M. Dulany has been chosen to succeed the late Wm. J. C. Dulany as president of the Wm. J. C. Dulany Co., Baltimore, and C. D. Dulany as vice-president. Adolph Lohmeyer continues as secretary and treasurer. The company has its headquarters at No. 8 Baltimore St., East Baltimore, Md. Its business includes school supplies.

The officers of the H. G. Phillips School Supply House of Williamsport, Pa., are D. C. Phillips, President; H. James, Secretary; H. G. Phillips, Treasurer. The company's factory is located at Montoursville, Pa.

Lincoln, Neb. A number of complaints have come to the office of W. K. Fowler, state superintendent of public instruction, relating to agents for school charts and maps. These agents, it is said, travel about the state fleecing the school boards by inducing them to purchase a quantity of worthless, or practically worthless, material.

The Burlington Venetian Blind Co. is located at Burlington, Vt. The company has issued a handsome illustrated catalogue showing a variety of public and private buildings in which the blinds are used.

Engravings of class groups suitable for programs or newspapers are made in the highest excellence by the Clark Engraving Company, Milwaukee, Wis. Send for samples.

Mt. Gilead, O. The board purchased the Crowell Apparatus Cabinet.

Mr. Whipple, a former hotel man, of Aberdeen, S. D., will represent the R. O. Evans Co., of Chicago, in that state.

East Liverpool, O. The board recently witnessed a demonstration in wireless telegraphy.

Coal Creek, Colo. The trustees of School District No. 15 have purchased a Smith-Premier typewriter to be used for instruction purposes.

Among those who endorse the Frick program clock system are the following well-known educators: Edward R. Shaw, New York City; Myron T. Scudder, New Paltz, N. Y.; D. J. Waller, Indiana, Pa.; Chas. N. Thurber, Chicago; E. B. Prettyman, Baltimore; J. Remsen Bishop, Cincinnati; J. T. Buchanan, New York City; W. H. Bartholomew, Louisville, Ky.; A. J. Voland, Grand Rapids, Mich.; Dr. Chas. De Garmo, Ithaca, N. Y., etc.

Cameron, Mo. A Smith-Premier typewriter has been added to the equipment of the Cameron Normal College.

McKeesport, Pa. The Baker Specialty Co. erected the blackboards in the new high school.

The McConnell School Supply Co., of Philadelphia, Pa., have put on the market a new set of primary charts which are very fine and will meet a ready sale. This set of charts is finely lithographed in colors and covers the subjects of reading, giving special attention to phonics, and also including primary arithmetic and primary drawing and primary music. They have also put on the market a set of complete charts covering the following subjects: Reading, Writing, Geographical History, Civil Government, Drawing and Physiology. These charts are also finely lithographed in colors and will meet a ready sale in the country schools.

The Union School Furnishing Co., 211-213 Madison street, Chicago, has just issued a new and complete catalogue for 1901, which will be sent to those interested in school supplies. Send for one.

St. Paul, Minn. Concordia College has purchased a Smith-Premier typewriter, which will be used for instruction purposes.

Lexington, Ky. The directors of the Kentucky Institute here have purchased a Smith-Premier typewriter. Philadelphia, Pa. In all probability telephones will be placed in all the schools.

Clinton, Ia. The board has made a purchase of a quantity of the Holden Patent Book Covers; a supply of inkwells bought from the American School Furniture Co.

A bill has been introduced in the Pennsylvania legislature prohibiting county superintendents, directors, controllers, teachers, or other persons officially connected with the public schools from becoming agents for the sale of school supplies.

West Lafayette, O. A Smith-Premier typewriter has been added to the equipment of West Lafayette College.

The Sterling School Supply Co., of Mt. Sterling, O., makes a specialty of diplomas, school records and reports. Samples are furnished on application.

Maquoketa, Ia. An order for general school supplies was given the Central School Supply House, of Chicago.

Frederick, Md. The trustees of Woman's College have purchased a Smith-Premier typewriter.

The Albany Venetian blinds, manufactured by the Albany Venetian Blind Co., of Albany, New York, make a claim for simplicity, durability, beauty and adaptability.

Beardstown, Ill. Prof. Paul Yates of the high school has purchased a Smith-Premier typewriter.

The Kalamazoo Dictionary-holder was ordered by a large number of school boards during the past month. It is manufactured by Ihling Bros. & Evarard, Kalamazoo, Mich.

Concordia, Kan. Two Smith-Premier typewriters have been added to the equipment of Nazareth Academy.

Columbus, O. A Smith-Premier typewriter has been added to the equipment of the Ohio State University.

Forty years ago Mr. G. W. Holden, President of the Holden Patent Book Cover Co., of Springfield, Mass., was the original founder of the Sanford's Ink business, known all over the world. Thirty years ago he began patenting book covers. Under various patents they have uniformly been considered the best. Last year enough covers were supplied school boards all over the United States, if laid on the ground touching each other, would reach from New York to Chicago. Honorable business methods and dealings, and close application to business principles always win in the end.

The J. L. Hammett Co. of Boston, has moved to 116-120 Summer Street, which offers the company a large and more commodious store for its increasing school supply business.

The L. E. Knott Apparatus Co., of Boston, is manufacturing a projection outfit specially adapted for educational work.

Lansing, Mich. Orders for a supply of colored crayons were placed with the Eagle Pencil Co.

Spokane, Wash. The board let the contract to the Johnson Electric Service Co. for the temperature regulating apparatus of the Webster and Holmes school buildings.

The Lorenzen arithmetic device which is attracting so much attention is manufactured by the Hermann Mayer Manufacturing Co., of Detroit.

(Continued on subsequent pages.)

## SCHOOL FURNITURE.

In the competition for prizes offered by the American School Furniture Company on the best article "How to Build a District School House," the committee having the matter in charge made the following awards: First prize \$50.00, M. J. Heine, South River, N. J.; second \$25.00, Stanton P. Lee, Troy, N. Y.; third \$15.00, A. B. Ramsey, Lemasters, Pa.; fourth \$10.00, F. A. Whiteley, Red Lake Falls, Minn.

Chandler Adjustable Chair & Desk Works were the successful bidders on school desks at Clinton, Mass.

Grand Rapids School Furniture Works were awarded contract for school desks at Suncook, N. H.

Chandler Adjustable Chair & Desk Works were awarded contract for school desks at Noroton, Conn.

American School Furniture Co. were the successful bidders on school desks at Amherst, Mass.

Chandler Adjustable Chair & Desk Works were awarded contract for about 500 adjustable desks at Leominster, Mass.

The board of education at Foxborough, Mass., after careful consideration of the matter, awarded contract for 500 adjustable chair desks to The Chandler Adjustable Chair & Desk Works.

Chandler Adjustable Chair & Desk Works were successful bidders on school furniture at Reading, Pa.

American School Furniture Co. secured contract for school desks at Gloversville, N. Y.

Chicago, Ill. A supply of desks bought from the A. H. Andrews Co.

Troy, N. Y. The specifications relating to the chairs, desks, etc., for the high school building call for the Chandler make.

Boston, Mass. Members of Woodworkers' Union 24 are up in arms against the school board for having awarded a contract for furniture to a concern not doing business in the state, and which, it is claimed, employs non-union labor.

American School Furniture Co. were awarded contract for school desks at Kenmore, N. Y.

American School Furniture Co. were awarded contract for about 100 school desks at Wilson, N. Y.

The Benedictine Sisters, Ridgely, Md. have just ordered a nice bill of school furniture from the American School Furniture Co.

Sebring, O. Contract for school furniture was awarded to A. H. Andrews & Co., Chicago; J. C. McLaughlin, agent.

Springfield, Mass. Contracts for school supplies went to George S. Perry, Chandler Desk & Seat Co., and the Manitowoc School Furniture Co.

Articles of incorporation of the R. O. Evans Co., incorporated, have been recorded with the register of deeds at Green Bay, Wis. The company is organized with a capital stock of \$75,000, divided into 750 shares of \$100 each. The incorporators are R. O. Evans, W. P. Wagner, M. J. McCormick, J. L. Jorgensen, P. R. Kendall, J. T. McGivern and F. C. Cady. A lease for one year has been secured on a factory building, with an option for its purchase at the end of that period. R. O. Evans, of Chicago, will be the leading spirit and practical man of the company. The factory will manufacture school desks and other apparatus for the school room, and will employ about seventy-five workmen. Green Bay has \$15,000 of the stock in the new company, the subscribers being Joannes Bros. Co., Fred Hurlbut, M. J. McCormick, Sinclair Mainland, J. T. McGivern, H. A. Straubel, J. L. Jorgensen, Jules Parmentier, George A. Spear, P. R. Kendall, W. P. Wagner, George H. Rice, F. C. Cady, C. W. Streckenbach, L. C. Schilling and J. W. Hill.

Chandler Adjustable Chair & Desk Works secured contract for adjustable desks at Calais, Me.

Chandler Adjustable Chair & Desk Works were suc-

cessful in having their adjustable desks adopted by the school board of Bath, Me., and were awarded a very nice contract.

Robert M. Smith, supervisor of manual training of the Chicago schools, has invented a school desk suited for pupils between the kindergarten and the grammar grades. It is expected that the desk will be taken up by some manufacturer and placed upon the market.

The Board of Education at Triangle, N. Y., awarded contract for school desks to the American School Furniture Co.

Grand Rapids School Furniture Works were awarded contract for ball bearing desks at Concord, N. H.

Findlay, O. The board awarded contract for 1,043 mahogany stained birch veneer chairs to the Grand Rapids School Furniture Co.

Streator, Ill. Contract for desks went to a Chicago firm represented by John Wagner.

American School Furniture Co. were the successful bidders on school desks at Mt. Vernon, N. Y.

Findlay, O. The bidders for furnishing the new high school were the Favorite Desk and Seating Co., Wabash Church and School Furniture Co., Thomas Kane & Co., and the Grand Rapids School Furniture Co. These were represented by D. B. Grubbs, D. P. Ott, J. G. Cowling, H. L. McLaughlin and Frank M. Bemis.

Grand Rapids School Furniture Works secured contract for ball bearing desks at Woodmere, N. Y.

"Ever the same and heart whole," exclaimed L. H. McKee, of the New Jersey School-Church Furniture Co., when the writer accidentally ran up against him recently. Mr. McKee is still active in managing his factory at Trenton, N. J.

Thomas Kane & Co. Works were awarded contract for school furniture at Cicero, N. Y.

Grand Haven, Mich. Contract for 648 school desks was awarded to the Haney School Furniture Co.

In the New York legislature a hard fight is being made to permit school trustees and boards of education to buy school furniture in the open market instead of from the prison commission. Prof. Forbes, a member of the Rochester school board, says:

"The school furniture manufactured in the prisons is in no way equal to that manufactured by the trade generally. It is unscientific, unsanitary, and, as a general rule, very loosely put together. It is not made by skilled labor. More than that; the prices charged by the state are higher for the low quality of desks than outside manufacturers charge for first-class, sanitary desks."

"What do you mean by a sanitary desk?" was asked.

"A desk which is to be occupied by a pupil from three to six hours a day should be properly constructed with reference to conserving the child's health. The form of the desk is one of the most important things about a school room. An improperly constructed desk will produce curvature of the spine, and all sorts of evils. Here in Rochester we furnish every school room with a certain proportion of adjustable desks. They are arranged so they can be made to 'fit,' so to speak, any pupil who may be proportioned a little out of the normal average. One's limbs may be a trifle longer, and another's waist a little longer. By means of the adjustable desk this is compensated for, much to the physical comfort and consequent intellectual benefit of the pupil. It is not necessary to have all the desks in a school room adjustable; they are quite expensive; but it is desirable that desks should be made on scientific principles, with reference to the welfare of the child."

## Elections and Appointments.

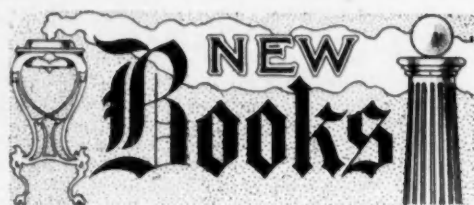
### SUPERINTENDENTS.

Sioux City, Ia., H. E. Kratz, \$2,750 a year; Newark, N. J., A. B. Poland; Loudenville, O., C. E. Budd; Cedar Rapids, Ia., J. J. McConnell, \$2,500 a year; Dowagiac, Mich., W. E. Conkling, \$1,500 a year; Minneapolis, Minn., Charles M. Jordan; New Painesville, Minn., B. J. Buckland; Auburn, N. Y., Clinton S. Marsh, \$2,500; Lansingburgh, N. Y., George F. Sawyer; Cedar Falls, Ia., Joseph J. McConnell, \$2,500; Montpelier, Vt., A. J. Sibley; Milwaukee, Wis., H. O. R. Siefert; North Troy, N. Y., G. F. Sawyer; New Orleans, La., assistant superintendents, L. A. Bauer and John R. Conniff; Troy, N. Y., John H. Willets; Clarinda, Ia., H. E. Wheeler, \$1,200; Portland, Me., O. M. Lord, \$2,250; East Des Moines, Ia., Amos Hlatt; Le Roy, N. Y., J. C. Benedict; Elyria, W. L. Comings; Willmar, Minn., Prof. Kilgore; Council Bluffs, Ia., W. N. Clifford.

### ASSOCIATIONS.

School Directors' Association of Pennsylvania: President, J. R. Spigel, Westmoreland; vice-president, Col. C. C. Pratt, Susquehanna county; George L. Moon, Fayette county, and G. D. Swan, Butler county; recording secretary, G. G. Davies, Susquehanna; corresponding secretary, Rev. E. L. Hassler, Somerset county; treasurer, Harry C. Grittinger, Lebanon county; executive committee, H. H. Rice, Dauphin county; A. C. Coulton, Allegheny; I. A. Clever, Montgomery; W. H. Sanford, Cambria, and M. L. McMellon, Wyoming; Legislative Committee, R. L. Myers, Cumberland; E. J. Northrup, Lackawanna; Dr. M. L. Hershey, Dauphin; Charles E. Vanfleet, Philadelphia; Dr. A. Slayer, Blair.





**Outlines of Roman History.** For the Use of High Schools and Academies. By William C. Morey, Ph.D., Professor of History and Political Science, University of Rochester. Cloth, 12mo, 348 pages. Price \$1. Published by the American Book Co., New York, Cincinnati, Chicago.

We have never met with a compendium of Roman history better adapted for school purposes than this little volume. It is not content with a bare narration of facts, but also suggests the causes and effects of the same, traces their influence on Roman life, foreign nations and later civilization, infers from them what were the strong, and what the weak traits of the Roman character, briefly, it aims at giving the student a bit of the philosophy of Roman history along with the narrative.

The advantage of such a presentation of history is that it accustoms the student to use his intellect as well as his memory, to distinguish between cause and effect, to draw inferences, in a word, to scientific study.

Aids are given in abundance, such as maps, cuts illustrative of Roman manners, references for reading, references for special study of particular topics, etc.

**Foundations of Botany.** By Joseph Y. Bergen, A.M., Instructor in Biology, English High School, Boston. 257 pages; with numerous illustrations. Mailing price, \$1.70. Published by Ginn & Co., Boston, Chicago.

From preface to index this book proves a most interesting study. It will most certainly meet with the hearty approval of both teacher and pupil in the higher classes of botany. Even the uninitiated, those not familiar with the technicalities of botany, may read with profit this work—since it follows a nice logical order and smoothes away many of the difficulties one meets with in the study of plant life. An admirable clearness and simplicity, without at the same time sacrificing any of the scientific features, appear throughout.

The text and illustrations are aptly connected—that is, the cuts are made a help to the sense of the text, something not always found in books supposed to be illustrated.

The whole arrangement of the book shows studied care down to the smallest detail. The language is choice, the subjects, chosen with a view to practical utility, and certainly arouse a deep interest.

**Inductive Lessons in Rhetoric.** By Francis W. Lewis. 304 pages. Price 90 cents. Published by D. C. Heath & Co., New York, Boston, Chicago.

It would be useless to enter upon a discussion of the merits of the purely inductive method of teaching English. The real question is not whether definitions are to be taught, or the child left without any guiding principle, but rather in what order should the theory and practice be presented.

The two great defects of inductive teaching, based wholly upon the study of authors, are lack of unity and lack of thoroughness. This little volume is an attempt to overcome these difficulties by applying the experimental method of asking questions and inducing the pupil to think out the answer.

To those who advocate the purely inductive system, Mr. Lewis' book may be heartily recommended. It follows a clear plan, allows frequent repetitions, and contains a number of choice extracts from the best writers. Even teachers who consider the method entirely too radical for practical work will find this rhetoric suggestive.

**Dickens as an Educator.** By James L. Hughes, Inspector of Schools, Toronto. International Education Series, edited by Wm. T. Harris, U. S. Commissioner of Education. 319 pages. Price \$1.50. Published by D. Appleton & Co., New York, Chicago.

This excellent volume will appeal to a larger audience than its predecessor in the series. To the teacher it presents an exhaustive review of Dickens as a reformer in education. It is candidly admitted that he possessed some of the weaknesses common to reformers. Often confounding the essential with the accidental, he condemns the system, instead of merely exposing the abuse. On the other hand, his earnest championship of the rights of the child, and his scathing denunciation of cruelty, cramming, and starvation of body and imagination are here clearly set forth and illustrated by copious quotation from his works.

But there is another phase of this study—one which no admirer of Dickens can afford to neglect; and that is the presentation of this great author as the friend and advocate of childhood. That Dickens has pictured

in his works twenty-eight schools, with their masters, mistresses, and scholars, shows how deeply interested he was in this subject. The intelligent and interesting handling of this subject entitles Mr. Hughes to the highest praise, not merely of the teacher, but of all lovers of literature.

**Higher Algebra.** By John F. Downey, M.A., C.E., Professor of Mathematics in the University of Minnesota. Half leather, 8vo, 416 pages. Price \$1.50. Published by the American Book Co., New York, Cincinnati, Chicago.

This text book is intended for students who have had some elementary instruction. The first fifteen chapters are adapted to use in high schools. These treat of the work necessary to the reduction of simple and quadratic equations, the solution of problems by such equations, proportion and progression. The remainder of the book treats of the higher equations, the maxima and minima of functions, series, permutations, and like subjects. Clearness and conciseness in the demonstration and illustration of principles are a feature of the work. The subject of logarithms is fully treated, and a table is given. The book affords the means for close and advanced study.

**A Reader in Physical Geography for Beginners.** By Richard Elwood Dodge, Professor of Geography, Teachers College, Columbia University, and Editor of the "Journal of School Geography." 237 pages. Published by Longmans, Green & Co., New York.

A text book, scientifically written, with tabulated facts, may be valuable, but not interesting to young pupils. Something less condensed, preliminary, may quicken the appetite for a hearty meal, and may serve to aid the digestion.

There are some familiar reading lessons on the subjects of physical geography, the earth and its features, the origin of land forms, the forces of nature, soils, climate, the industries of men, and related topics.

These readings are illustrated by nearly a hundred half-tone pictures, from photographs, representing scenes all over the world. Some maps are also given. It is an interesting and well-made book.

**New Practical Speller.** By James H. Penniman, Master in the De Lancey School, and Author of "Common Words Difficult to Spell," etc. 154 pages. Published by D. C. Heath & Co., New York, Boston, Chicago.

The characteristic feature of this speller is the arrangement according to subjects, and almost every word in common use and difficult to spell is included in some one of the groups. The spelling of a word is associated with its use. This is done by dictation exercises. In this way the form of the word is impressed on the mind, and the learner will not soon forget it. There are lists of words, frequently misspelled, intended for special study.

**Elementary Anatomy, Physiology and Hygiene.** For Higher Grammar Grades. By Winfield S. Hall, Ph.D., M.D. (Leipzig). Professor of Physiology, Northwestern Medical School, Chicago. Cloth, 12mo, 273 pages, illustrated. Price 75 cents. Published by the American Book Company, New York, Cincinnati, Chicago.

We begin with the study of the plant; examine all its parts and the structure and function of each. We notice how it takes and digests its food. We notice the cell structure. This prepares us for the study of the cell in animal life. And so by close examination and experiment we notice the similarity between the two forms of life and the inter-dependence between them. This study by experiment is continued through the book. The work is made interesting and leads to correct conclusions in domestic economy. The book is well illustrated and substantially made.

**Tales from Dickens.** Pitman's Shorthand Library, No. 5. Engraved in the Easy Reporting Style of Pitman's Shorthand. With illustrations by P. Hudson. 147 pages. Published by Isaac Pitman & Sons, New York.

Tales from Dickens follow Robinson Crusoe in Pitman's Library of Standard Literature in Shorthand. Matter and style, though apparently incidental in learning shorthand, may, nevertheless, be appreciated by the student who reads these volumes and may sustain and deepen his interest in the study of shorthand. The popular price of the library, its attractive appearance, and the illustrations that accompany the text, are all recommendations to students and teachers of Isaac Pitman shorthand.

**The Star of the West.** An Epic Poem (German). By Julius Gugler. 78 pages. Price 75 cents. Published by George Brumder, Milwaukee, Wis.

This is a typical story of the German immigrant family seeking a farm home in the West. The hardships and dangers of the home seeker, as well as the prejudice of the foreigner, are well portrayed. The farmer's daughter, a sweet German lass, a brave Yankee lad—two of divergent views and customs—met in the language of love. The hard-headed foreigner's opposi-

tion to a match between his daughter and the native born is overcome when he realizes the former's intrepid defense of the family against a murderous band of Indians. The father succumbs to hardships and gives his blessings to the young lovers.

The immigrant's purpose is aptly illustrated in the following two lines:

Hinfort aus Knechtschaft und Bedrängnis  
Sich schwingend auf der eignen Kräfte Thron.

Again, no two lines in any language could express more aptly the estimate the German places upon the typical native American:

Es fehlt ihnen halt ein wärmerm Geblüt  
An sinnigem Ernst, Kurz—an Gemüth.

The writer deserves comment. The theme is well chosen and its treatment an evidence of poetic instinct as well as a splendid power in expression.

**Earth, Sky, and Air in Song.** Book I. By W. H. Neldinger, with pictures by Walter Bobbett. Cloth, quarto, profusely illustrated, 127 pages. Price 70 cents. Published by the American Book Co., New York, Cincinnati, Chicago.

This book is a novelty in that it is an illustrated song book. The subjects are nicely chosen and the music is good. The black illustrations are fairly good, the colored illustrations, printed in the three-color process, are poor. Some of them are positively bad.

**Edison's Handy Encyclopaedia,** of General Information and Universal Atlas. Compiled by Thomas F. Edison, A.M., assisted by Fred T. Bailey, A.M., and Charles J. Westinghouse. 512 pages. Flexible cloth, 25 cents; stiff cloth, library style, 50 cents. Published by Laird & Lee, Chicago.

The figures from the census of 1900 are given in full, together with all details concerning the presidential election; exhaustive notices of Hawaii, Porto Rico and the Philippines, with latest statistics, are also included. The reapportionment bill for the U. S. house of representatives is given a page, and the articles concerning every state and territory have been carefully corrected up to date. These are only a few of the hundreds of subjects that render this book, with its fifty maps in colors, an invaluable reference work for all classes.

**Wilderness Ways.** By William J. Long. Second Series. 154 pages. With half-tone illustrations. Published by Ginn & Co., Boston, Chicago. Price 50 cents.

Megaleep, the wanderer—the Caribou; Killaleet, the sweet-voiced sparrow; Kagax, the blood-thirsty—the weasel; Chigwooltz, the frog; Cloud-wings—the eagle; Hukweem, the night-voice—the loon.

These are some of the subjects of the hunter's sketches. He has summered and wintered along the water courses in the northern woods. Sometimes he has an Indian companion. He calls the animals by their Indian names. He has a quick eye and a quick ear. He sees in their movements and hears in their voices evidences of a wonderful intelligence. He translates these into words. He understands these dwellers in the forest, and some of them come to understand him. These sketches, written in an easy, informal style, with many fine, animated descriptions, are both interesting and instructive.

**Shorthand for High Schools.** Arthur J. Barnes, St. Louis, Mo. \$1.25.

As indicated by the title, this book has been prepared with a view to meeting the special requirements of high school work. Written by a shorthand author and teacher of national reputation, one who is thoroughly familiar with high school work, this text should prove of great value in its special field. The adaptation of the "Word Method" to the study of shorthand is one of the distinguishing features. The engraving is excellent, and altogether the book seems to be one which will interest the pupil from the start.

**A Text Book of Geology.** By Albert Perry Brigham, A.M., Professor of Geology in Colgate University. 477 pages. Price \$1.40. Published by D. Appleton & Co., New York, Chicago.

The "Twentieth Century Text Books" cannot but satisfy the most critical. And certainly "A Text Book of Geology" is in every way worthy of the high standard that has been set in the previous books of the series. The arrangement of the matter, the style in which it is presented, the illustrations of the text, leave nothing to be desired. The book clearly demonstrates that Prof. Brigham is not only a master of the science, but also a master in presenting his knowledge.

**The Elements of Astronomy.** By Sir Robert Ball, LL.D., F.R.S., Lowndean Professor of Astronomy and Geometry in the University of Cambridge and formerly Royal Astronomer of Ireland. 183 pages. Price 80 cents. Published by the Macmillan Co., New York. (For sale at Des Forges & Co., Milwaukee, Wis.)

Text books on the elements of astronomy are so numerous that one hesitates to take up a new one, fearing that the binding only is new. A glance at a chapter or two of "The Elements of Astronomy," by Sir Robert Ball, convinced us that the matter is put as it has not been put before. We found it hard to lay the book aside after we had taken it up.





DIDN'T LET HIM KNOW.

W. R. Andress, Ginn & Co.'s Michigan agent, recently told a number of humorous stories about book men. Among them was the following:

"Down in Lansing some time ago, shortly after Fred W. Arbury, who is with Silver, Burdett & Co., had left the superintendency of the Battle Creek schools to go into the book business, a funny trick was played on him.

"Arbury arrived in town early one morning and in the Downey house met Eppstein, W. S. White and "Uncle Cy" Smith, of the American Book Co. There was to be a board meeting that night but Arbury didn't know anything about it, and the A. B. C. people didn't propose to let him find out anything. Arbury never suspected a thing, and when Will White asked him if he didn't want to take a drive up to North Lansing and visit the schools there that day he readily acquiesced.

"In the evening when the two returned it was mentioned that there was going to be a board meeting, and that they might as well all walk over, and Arbury, still unsuspecting, went along. The arrangement at Lansing is such that the agents are given a room by themselves, apart from the board and during the course of the meeting, while they sat there, Eppstein was sent for. He went in and according to a pre-arranged plan cooked up during the day among the trustees, boomed his music book as a subject to supplant Arbury's book which was in.

"When Eppstein came out he said: 'Well, Fred, we've put your music books out of Lansing.'

"This was the first Arbury knew of the deal, and he could do nothing but accept the situation with good grace and enjoy the joke.

"He turned tables soon afterward, however, by securing a special meeting, a reconsideration, and keeping his books in."

They tell a joke on B. D. Berry, of Silver, Burdett & Co., the truth of which he, however, denies. When he was a boy he was often obliged to attend some of the business affairs of his father, who was a physician in a small Ohio town. At one time young Berry sent an account to a crusty old schoolmaster through an oversight. Whereupon the schoolmaster, with virtuous rage, wrote him the following note:

"You must be a goose—Berry, to send me your bill—Berry, before it is due—Berry. Your father, the elder—Berry, would have had more sense. You may look very black—Berry, and feel very blue—Berry, but I don't care a straw—Berry for you and your bill—Berry."

The attention of the editors of Webster's International Dictionary is respectfully called to a new word which has been coined by a bookman. The word is "Idiocrankacy," and the bookman is A. E. Chapman, of the Macmillan Co. It is a better word than idiosyncrasy in that it is more expressive.

They tell the following joke on Jesse A. Ellsworth, of the Macmillan Co. Something over a year ago, during one of the numerous New York state educational gatherings, a party, consisting of A. B. Blodgett, Chas. E. Gorton, George Griffith and Jesse A. Ellsworth, sat at the dinner table of a hotel, and between easy bites and gulps discussed the celebrated Molineux trial. The farcical phases of expert testimony was under discussion as well as the great difficulty in securing justice where such testimony prevails.

"I would as soon be tried by a jury of hod carriers," remarked Ellsworth.

"Everybody has a right to be tried by a jury of his peers," replied Blodgett with a mischievous twinkle, and the laugh was on Ellsworth.

Tapley—Will Tapley, of the Milton-Bradley Co.—made a blunder during the recent superintendents' meeting at Chicago, which



WM. W. TAPLEY.  
Milton-Bradley Co.  
Springfield, Mass.

The individual in dress suit drew up his head proudly and gave Tapley a cold but withering look.

"I am a guest, sir."

Miss Lillie M. Godden, of D. C. Heath & Co., is now Mrs. L. M. Godden-Barker. The change was made several months ago but she managed somehow to keep the fact out of print. Mrs. Barker has the wellwishes of thousands of friends and the blessings of the SCHOOL BOARD JOURNAL.

Amasa C. Walker has assumed the management of the New England interests of D. Appleton & Co. He served in a similar capacity for Harper & Bros. before the failure. Mr. Walker knows the field thoroughly and is considered a good bookman.

Beginning with the present month Frank J. Sherman quits his position as superintendent of schools at Monson, Mass., to assume the management of the New England agency for the Globe School Book Co.

Every bookman has his double just as other people have them. E. E. Richards, who represents Ginn & Co. in western Ohio, has been taken for Supt. C. G. Pearse, of Omaha, more than once. Albert G. Lane, of Chicago, one time walked up to Richards and in a confidential tone began to talk of N. E. A. matters. Richards, who had never met Mr. Lane, availed himself of the opportunity to get acquainted with the well-known schoolmaster and at the same time to inform him that Pearse, of Nebraska, and Richards, of Ohio, were two men entirely different in name and antecedents—but very much alike in good fellowship and etcetera virtues.

The Grand Rapids, Mich., press recently devoted a half page to funny stories told by and about school book representatives. It is seldom that a daily newspaper interests itself in this class of educational workers, and the press deserves comment.

Wm. S. White has changed his headquarters from Grand Rapids to Detroit. Mr. White has represented the American Book Co. in Michigan for some years.

C. C. Birchard, who was for some years connected with the American Book Co., has begun the establishment of a business of his own. The firm of C. C. Birchard & Co., Boston, will engage in the publication of school books—in a small way at first, and enlarge as the conditions will warrant. Mr. Birchard, who is an experienced bookman, fully understands the needs of the day and is equipped to meet some of them in an efficient manner. What his firm produces, it must be assumed, will be of the most acceptable kind.



MR. HENRY T. DAWSON,  
Metropolitan Representative for the University Publishing Co., New York City.



A S RONG BOOKMAN.

Publisher (impatiently)—I know, I know! The school board claims our text books were not as represented. Didn't we write that our agent would call on them in the matter?

Clerk—Yes, but they don't want him to call. They're afraid he'll induce them to adopt more of our books.

John F. L. Morris, who represented Ginn & Co. in the New England field for a long time, succeeds R. L. Hayes, of the same firm, at Philadelphia. Mr. Hayes retired last July, owing to ill health. Mr. Morris has headquarters at 1229 Arch street. Morris is a jolly story-teller and a good business man, but Bruce still has an unliquidated bet against him.

"The late John C. Ridge talked less books than any bookman I ever knew," said a prominent Ohio school official recently, "and yet he was one of the most successful men in his line."

Few men have been more widely known and more highly esteemed. For nearly half a century he was active in the educational field of Ohio as schoolmaster and as agent. He enjoyed the confidence of the best men in the state, who respected his judgment.

John C. Ridge was, at the time of his death, which occurred Jan. 29, at Mount Auburn, Cincinnati, an agent for the American Book Co. Hewas buried at Waynesville, O.

Commissioner Bottger, of the Borough of Richmond, Staten Island, Greater New York, introduced and secured the adoption of a resolution forbidding bookmen from visiting principals at school houses. Bottger claimed that he saw bookmen at school houses during school hours. It so happens that Bottger holds a federal position in the sub-treasury in New York City. The query arises as to what business Bottger had in school houses during hours in the day when he ought to be at his governmental post. Again, the question might be asked whether a principal had not better be visited in his office during office hours than anywhere else. And once more, the question might be asked what hours Bottger selected when he plugged for his present position.

Ed. Ravenn-Byrne, of Butler, Sheldon & Co., was once the victim of an unfortunate circumstance. He wanted to see a school director, who lived thirty miles out in the country. Being a gritty, little Scotchman, who is willing to forego physical comfort in order to perform his duty and perform it well, Byrne cared nothing for time or space.

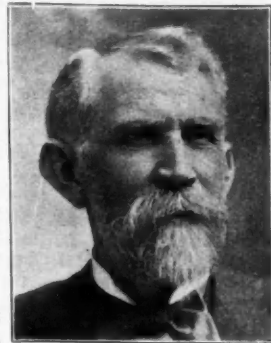
He got up at four o'clock in the morning and without waiting for breakfast drove out to find his man. When he reached his destination at the end of the tedious thirty mile drive, he found that the man was in town and was stopping at the same hotel from whence the agent had started.

The birds in the tree tops of that country road are still telling one another of a man who once drove along there and uttered wicked words in Scotch dialect. One birdie even said that the man was Raven mad.

"By the way, are you ever asked by some persons who draw monthly salaries as alleged recompense for teaching, why it is their pupils are ugly and sulky, and why it is that teaching is so wearing on the nerves when they are so interested in the child's welfare?" The question was asked by one of a group of school board members in New York state recently.

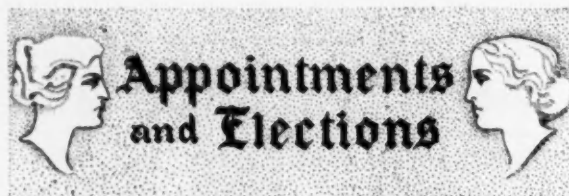
"It seems to me," replied E. F. Southworth, a Ginn man, "that the answer to such a person is contained in an old fable. Once upon a time an elephant, in walking through a field, came upon a nest of small partridges whose mother had been killed. The elephant said to herself, 'Poor little things! I will care for them myself.' And then she sat on them to warm them."

"The moral is an apt one," replied the school board member: "it isn't every woman that is fitted to take care of the young."



The Late  
JOHN C. RIDGE.





**ALABAMA.**  
Piedmont—C. N. Thompson, M. T. Moody, John H. Barow, P. W. Roberts, J. P. Allgood, John H. Cooke. Ensley—Dr. Russell M. Cunningham, J. J. Walker, H. C. Russell, D. R. Hay, Edgar Keenan and J. O. Nesbitt.

**CALIFORNIA.**  
San Francisco—C. W. Mark.

**DELAWARE.**  
New Castle—John C. Mahoney, J. Ernest Phillips, William J. Ferris, Lewis E. Ellason, president; C. Edwin Eckles, clerk.

**DISTRICT OF COLUMBIA.**  
Washington—Gen. H. V. Boynton, president.

**GEORGIA.**  
Marietta—Judge G. F. Gober, president; D. N. Anderson, vice-president; J. T. Anderson, treasurer; S. V. Sanford, secretary. Columbus—R. A. Carson, president; James Smith, vice-president; James Smith, secretary; C. B. Gibson, John S. Matthews.

**ILLINOIS.**  
Waukegan—J. B. Gavin, president; Theo. Durst, secretary; Dr. J. M. G. Carter, Dr. Beatrice Pearce, Homer Cook, R. T. Perine, L. M. Eckstrand, J. C. Merchant, Mrs. Josie Rogers.

**KANSAS.**  
Hutchinson—Willis N. Baker, J. R. Baker, E. Edwards, F. W. Cooter, W. T. A. English, W. E. Gaston, A. J. Graves, A. W. McCandles, D. A. Moore, A. J. Renner.

**KENTUCKY.**  
Dayton—W. E. Piper, Bernard Broerman.

**LOUISIANA.**  
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### Utility of Program Clocks.

The introduction of program clocks into the schools and colleges is no longer a question of doubtful utility. Experience has taught that they are a necessity and that no modern educational institution can well do without them.

One of these clocks in a school plant will automatically ring bells in every room, or every building—no matter how many buildings—giving all signals for class periods, assembling and dismissing school, intermissions, etc., and the teacher, or person in charge of the clock, can instantly set it to give signs on any minute of the day or night. In addition to ringing electric bells in the different rooms, the same program clock will operate secondary clocks in any number of rooms and buildings. These secondary clocks require no winding or regulating, as they are operated entirely from the master clock. With electric bells and electric secondary clocks in the different rooms correct time and correct signals are given throughout the plant; all clocks are alike, all bells ring on the exact minute.

Program clocks have come to remain a permanent feature in school house equipment. It is simply a question of the kind of program clock or clock system that deserves recognition. There are several program clock systems in the market—some tried and some untried—some meritorious and some cumbersome and inefficient.

Among those that deserve the highest recognition is the Fred Frick system, manufactured at Waynesboro, Pa. So successful has this system been in securing recognition among school and college authorities that the demand could not be met during the past year.

The Fred Frick Clock Co. was therefore organized in order to facilitate the manufacture as well as the sale of the clock system. The company took charge March 1.

Mr. Fred Frick, who is the inventor of the system and who developed it to its present high degree of efficiency, is the secretary and manager of the company. An additional lot of machinery will be put in at once.

The past year in particular was an extremely active one in this business, and at times it was impossible to keep up with orders, a large number of school buildings having been equipped with the Frick Program and Time System. Among them was the new high school building, Joliet, Ill., with one electric program clock, fifty secondary clocks, laboratory clock and bells in all rooms; also new high school building, Wilmington, Del., with one program clock operating thirty-three secondary clocks and bells; Calvert school, Baltimore, Md., one program clock, eleven secondary clocks and bells, and similar systems for Allegheny preparatory school, Allegheny, Pa.; Williamson free school, Williamson, Pa.; Baltimore City College, Baltimore, Md.; Union high school, Union, N. Y.; new high school building, Trenton, N. J.; high school building, Santa Ana, Cal.; Western high school, Detroit, Mich.; University of Arizona, Tucson, Ariz.; grammar school No. 31, Buffalo, N. Y.; new high school building, North Tonawanda, N. Y., and many others.

Although the Frick Program Clock always has given perfect satisfaction, it has been the aim of the manufacturer to constantly improve it, and the result is that today it is one of the most complete and perfect thing manufactured in this line. This statement is fully borne out of the testimonials from the hundreds of schools and colleges in the United States and Canada in which it is regarded as indispensable in their daily work. All teachers recognize the importance of promptness and punctuality in the work of the school, and where some one is depended upon to give the signals for class periods, assembling and dismissing schools, etc., it is one of the impossibilities to secure promptness and punctuality. The Frick Program Clock has solved this problem, and schools in which it is used have military precision in their movements, and, consequently, perfect system and discipline.

#### AN N. E. A. EXPERIENCE.

(Continued from page 2.)

"She was the best superintendent this city ever had," added Charles, with youthful enthusiasm.

"Well—well—perhaps so," admitted the old man hesitatingly, "perhaps so. There may be some better—but all in all—understand me—all in all—she was, no doubt, as good as the best."

"By the way, Frank," asked the young man, turning to me, "are you going to the N. E. A. meeting next month?"

"Perhaps; I hadn't thought of it," I replied.

"Look here, you boys," exclaimed the elder Benham, as he laid his hands on our shoulders, drawing us together as if he had a secret to impart, "I tell you just what to do. You go and get a little more of that school administration elixir. You need it."

Here he chuckled good naturedly. "I mean some sound ideas on school administration. Charles brought a whole bushel of ideas home last year—good ones at that, I grant. And then, by the way, if you should meet Mary Pierce tell her to spend her next vacation here with us. Janette and Martha, and Charlie's mother, and, well, for that matter, I myself would be glad to see her."

I was amazed at the complete change which had overcome the elder Benham. I could scarcely attribute it to the dislike he had taken to the present superintendent. There was, however, a suggestive twinkle in Charles' eye. His powers of argument and persuasion had for once accomplished something with the paternal head and heart.

The N. E. A. party which started for Charleston was small indeed. The excessive heat in the north during the month of June was taken as a warning not to go south in July. The party consisted of one man—and that man was Charles.

I might record here another N. E. A. experience—at least some of the experiences which befell my young colleague, as related by himself subsequently, but suffice it to say that when he came back and entered the Benham homestead the family not only greeted Charles, but also a second person—Miss Mary Pierce.

No one seemed more elated over the arrival of the two young people than the elder Benham and his good spouse.

"It is difficult for an old moss-back like myself to acknowledge himself in the wrong," he said as he took both of Mary's hands into his own, "I could only see the difference by contrast—contrast opened my eyes—and my heart, too. And I trust you will forgive an old fool like myself. Charles' judgment was better than my own."

Mary was radiant with joy at the hearty reception with which she was accorded—and the vindication which was now so completely her own.

I was a frequent guest at the Benham homestead, and what I saw and heard—well, I am too prosy to tell a love story, and tell it well—so I will leave that part to the imagination of my readers.

All I will say is that Mary was truly happy if her bright countenance and laughing eyes were any indication at all. Charles assumed a new and manly dignity which proved becoming to his handsome figure, and made him a fitting companion to the pretty schoolmistress.

Mary Pierce was re-instated as superintendent by a unanimous vote of the board. She accepted and is now filling the position. I am reliably informed, however, that there will be a vacancy at the end of the school term.

The N. E. A. party from our city next July for the Detroit meeting will be joined by a young couple who will be on their wedding trip. I am to serve as best man at the ceremony.

[THE END.]



**Supplies and Equipments.**

St. Louis, Mo. William C. Dyer, principal of the Madison school, has invented an instrument which he calls the Terrarium. Its purpose is to illustrate the process of the earth in its orbit.

Sault Ste. Marie, Mich. The Central school has been equipped with a fire escape manufactured by the National Iron Works Co., of Reed City, Mich.

West Superior, Wis. The board has made a purchase of a supply of book covers manufactured by the Holden Patent Book Cover Co.

Philadelphia, Pa. Ten Smith-Premier typewriters have been purchased for use in the American College of Sciences.

St. Louis, Mo. A complete innovation in the teaching of geography, history and literature has been introduced. It consists of illustrated lessons, the pictures, maps, etc., being placed before the scholars by means of a magic lantern. A set of slides has been collected covering each of these studies. At set times these will be displayed at each public school in the city.

Racine, Wis. A supply of material for the high school laboratory purchased from the Chicago Laboratory Supply & Scale Co.

Sellin's Grove, Pa. A Smith-Premier typewriter has been purchased for use in Susquehanna university.

Chicago, Ill. A purchase of forty typewriter machines has been made. The contracts were let for ten machines apiece for the Smith-Premier, Remington, Oliver and Underwood.

L. J. Lively, who last did book work for the Werner School Book Co., has been in the school supply business for several years. He represents the Illinois Refrigerator Co., of Morrison, Ill. This concern, notwithstanding its name, manufactures school furniture.

Clarence L. Coles, of the New York Silicate Book Slate Co., and brother of J. B. Coles, president of that company, was burned to death last month in a Brooklyn fire. Mr. Coles was confined to his bed with pneumonia, and it is supposed in getting up to light the gas he overturned a large parlor lamp that was burning at the bedside. Weakened as he was by his illness, he was unable to help himself and perished. Mrs. Coles, who was visiting her parents in Pennsylvania, was not aware of her husband's illness, which was of two days' duration, and her first information was a telegram announcing his death. Mr. Coles was forty-eight years old, but appeared ten years younger. He recently returned from a Western trip for his firm, where he was fortunate in missing two trains that were wrecked. Mr. Coles has been identified with the Silicate slate business since the invention of that article and has traveled all over the world selling it.

Steubenville, O. A Smith-Premier typewriter has been purchased for use in the Holy Name high school.

C. H. Stoelting, of the Chicago Laboratory Supply & Scale Co., is a modest, studious man who is deeply engrossed in the manufacture of scientific apparatus. Last year he spent six months in Germany, partly for the purpose of recuperating his health, which had been impaired by hard work, and partly to inform himself on the progress made in scientific apparatus for schools and colleges. A closer acquaintance with the blond-haired, spectacled man of rather youthful appearance, reveals an interesting character. Besides being deeply devoted to his calling, he is a keen observer of modern conditions. While he is intensely American in spirit, he contrasts the tendencies of our national life with those of other countries which he has traveled, and draws some interesting deductions.

Chicago, Ill. Pencils and penholders bought from the American Lead Pencil Co.; penholders and pens from the Eagle Pencil Co.; kindergarten supplies from the Thos. Charles Co.; physicians' supplies from the Chicago Laboratory Supply and Scale Co.; hardware from Orr & Lockett Hardware Co.; biology supplies from E. H. Sargent & Co., Richards & Co. and N. A. Harvey; typewriting supplies from Wyckoff, Seamans & Benedict; laboratory supplies from Bausch & Lomb Optical Co., Chicago Laboratory Supply and Scale Co. and Richards & Co.; ink from J. M. Olcott & Co.; lantern slides from McIntosh Stereopticon Co.; blackboard pointers from the Caxton Co.

Milwaukee, Wis. Science apparatus purchased from the A. L. Robbins-Martin Co.; mimeograph supplies from Wyckoff, Seamans & Benedict, and maps from Rand, McNally & Co.

Binghamton, N. Y. An elevator is to be installed in the high school.

Milwaukee, Wis. The Thomas Charles Co., of Chicago, holds contract to furnish the kindergartens with all needed material.

Saginaw, Mich. The board has ordered the blocks for the Speer system for use in the third grade.

Lansing, Mich. Contract to furnish blackboards for the Townsend school was awarded to E. J. Johnson Company, New York.

Mansfield, O. Paper for the use in the kindergartens bought from the Prang Educational Co.

Seattle, Wash. Contract for slate blackboards and slate roof for new high school was awarded to Chapman Bros. & Co., of Seattle. The contract will amount to \$5,000, and is the largest of the kind ever given in the Northwest. The slate will fill nine cars.

Mr. J. H. Stiff, who opened an Eastern office for the Central School Supply House, reports good business. The firm feel so encouraged, owing to the splendid demand for their goods, that it will increase its agency force in the Eastern territory, with centers at Philadelphia and Boston.

The Burlington Venetian Blind Co. has just issued a handsomely illustrated catalogue. It not only contains illustrations of the various blinds manufactured

by this company, but also a number of fine public and private buildings which are equipped with these blinds. Several of the handsomest school buildings in the United States are shown. The Burlington Venetian Blind Co. is one of the oldest concerns of its kind in this country, and has made a specialty of school house blinds for many years, keeping abreast with the various improvements which have been possible. The blinds are not only manufactured in various styles, but embrace such fixtures as will make them of the greatest utility and convenience.

Williamsville, Ky. The board of education has purchased a Smith-Premier typewriter which will be used in the schools.

Superior, Wis. Each school has been equipped with a telephone.

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### CORNERED AT LAST.

"Tommy, how did you get the back of your neck sunburned?"  
"Pullin' weeds in the garden."  
"But your hair is all wet, my son."  
"That's perspiration."  
"Your vest is on wrong side out, too."  
"Put it on that way a-purpose."  
"And how does it happen, Tommy dear, that you have got Jack Howard's trousers on?"  
Tommy (after a long pause)—Teacher, I can not lie! I've been a-swimmin'.



### NOT BY DISTRICT.

Mrs. Johnson—You see Mr. Johnson is now a school board member-at-large.  
Mrs. Bookville—At large! goodness, I didn't know he had been locked up!

Die verkannten Walffische.  
Lehrer: „Die Fische haben also alle rothes kaltes Blut, ausgenommen die—nun—wer weiß es—Sie, Emma?“  
—Emma: „Die Badfische.“  
Examinator: „Wie groß ist die Entfernung zwischen der Sonne und dem Mond?“  
Student: (schweigt.)  
Examinator: „Hierund: zwanzigseinhalf Millionen Meilen . . . und wie finden Sie das?“  
Student: „Großartig!“



### THEY EXCHANGE VIEWS.

Jabez—Thou'rt not fond of reading? Strange! For me my books pass many a pleasant hour.  
Jonathan—I doubt it not. To some folks a book is well nigh as good as a pipe.—Puck.

Excused, of course. (The scarlet fever epidemic is bad in the village)—Cautious Teacher—“Why did you stay away from school yesterday?” Mabel—“Please, miss, my mother's sick.” Cautious Teacher (anxiously)—“What is the matter with her; what does the doctor say it is?” Mabel—“Please, miss, he says it's a girl.”

### ONE OF THOSE TRIFLING MISTAKES.

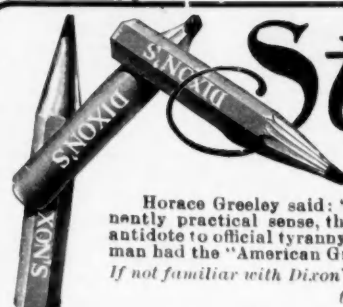
“Perhaps you remember,” the caller said in a dull, apathetic way, “that I sent in an article yesterday on kindergartens?”  
“Yes, sir,” responded the editor. “We published it this morning. Anything wrong with it?”  
“Oh, no,” rejoined the caller. “Nothing at all—except that I wrote, ‘Much of the success of the kindergarten is due to the fostering care of the city administration.’ You changed ‘fostering care’ to ‘festering sore.’ That was all. Good day.”

First Little Girl—Oh, you told a lie. You'll go to hell if you tell lies.

Second Little Girl—Hell? Where's that?

“What! you a good Methodist and don't know where hell is?”

“No, I don't. They don't teach geography in our class.”



# Stumps

Horace Greeley said: “The American Stump . . . is, in an eminently practical sense, the conservator of American liberty and the antidote to official tyranny and corruption.” Very likely this celebrated man had the “American Graphite” stump in mind.  
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### SLANDEROUS.

The literary wife of the matter-of-fact husband nibbled the end of her penholder, wrinkled her brow, and then turned to him.  
“‘Argumentum ad hominem’ means an argument to the man,” she said. “How would you say ‘argument to the woman’ in Latin?”  
“‘Argumentum ad eternam,’” I presume, he responded.

### BABY STORY.

Schoolboy—“Did you know about the baby that was fed on elephant's milk, and gained twenty pounds a day?”  
Schoolmaster (indignantly)—No, I didn't. Whose baby was it?—answer me or I'll thrash you.  
Schoolboy—The elephant's baby.

### ALTERED OPINION.

“What,” said the visitor to the village of his childhood, “what's become of the boy I hated—Willie Hawker, the sneak? In prison, no doubt. He bore that fate on his face.”  
“Hush,” said the old inhabitant. “He is now Mr. Hawker, the famous millionaire.”  
“What,” cried the visitor. “My dear school fellow a millionaire? I must call upon him and revive old friendship.”



### CONFIDENCE.

“And if you bought forty-five cents' worth of groceries and gave the man a dollar, how would you find out how much change you ought to get?”  
“Oh! Our groceryman wouldn't cheat you!” —Puck

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### THE PUBLIC SCHOOL TRIUMVIRATE.

(Continued from page 5.)

Is there a possibility that the progress of the times, as it thunders along life's busy train, might be passing us and we conceive the idea that we had the motion?

A wheel rotating on its axis makes no onward progress unless the axis of revolution be removed from the center to the circumference; such as by placing the wheel on the ground. Gentlemen, if an angel of justice were to drop in upon our schools and make note of our labors, would the eternal records show a progressive movement or simply a rotation?

A four-mile steamer running against a six-mile current must necessarily be carried down stream. Would we be justified in entertaining the thought that some of us might be unconsciously drifting and that the fickle goddess, self, had persuaded us to believe that the "splash" of our educational machinery is conclusive evidence of most wonderful progress?

And thus, while we seem to be so gayly whirling along life's journey, it might be well for us to be honest enough with ourselves to candidly examine even those things which we have so long taken for granted as most substantially correct.

They have been at one time—they may not be now.

It does not necessarily follow that the essential thing of yesterday is the one most needful today; or, that those bearing aloft the standard of today will be the ones that will lead the events of tomorrow on to victory.

The truth is, we are liable to be mistaken on anything; and the narrower we are, the quicker we can arrive at an iron-clad conclusion, regardless of thought, investigation or reason.

In conclusion, we would say that the public school triumvirate, that we have been trying for years to balance on one real and two imaginary legs, stands in about the same relation to us as did the one of old to Rome after the death of Pompey and Crassus—

There, there was but one dictator, Cæsar;

Here, there is but one power, the people.

The people organized the public schools, the people support them, and the people have a right to run them so as to make it a profitable investment.

They own the whole plant—from the foundation up,

and when we discuss the question we should do so from the standpoint of a member of the firm and not as an employee; that is, not to let private interests separate us from the public welfare.

With this in view, let us return to our respective fields of labor and create a sentiment among the people that will cause them to demand such laws as will be proper for the necessities of the times through which we are passing.

Any law, without the people back of it, is a dead letter; and it stands an eternal monument to the memory of some one whose knowledge of economy was limited, or whose desires for personal distinction outweighed his judgment.

Let the impression get out among the people somehow that there is just as much loyalty and patriotism hanging over a school election as one in which the president's name graces the head of the ticket; and that if any man fail to exercise his right of suffrage in the selection of a member of a board of education, he has failed in the performance of one of the greatest rights given him by the constitution under which he lives.

Let the general feeling prevail that the office of a member of the school board must be used strictly for the promotion of public welfare, and that he who dares to disgrace it for personal gain or private grievance will be ostracized to the limit of universal contempt; that the financial affairs of the board must be exercised with that care and economy that pervades individual business, and that in the selection of superintendents and teachers, there shall be but one question to consider, and that is that the candidate selected be the very best that is within the power of that board to secure.

If we hope for the best results from our schools, there must be a closer relation between the parent and the board; and both parent and board must have a better acquaintance with the schools.

What proportion of our people know anything whatsoever as to the actual workings of either board or school?

What per cent. of the members of our boards can even so much as name the branches that are taught in the schools under their direction?

And, indeed, how many of our superintendents are performing divers and miscellaneous labors, and yet

imagine that they are exercising the functions of a superintendent?

At any event, we can all step up a little closer to the practical workings of our schools and yet not be uncomfortably crowded.

Talk up the matter of state normal schools, and if it develop that we have arrived at that stage of progressive spirit where we can have such ones as will be run in the line of administering to public wants, well and good. If not, let us tramp the rounds of time a little while longer till common sense can grind out for us a consciousness of our needs and necessities.

Let us encourage the truly progressive, inventive, discovery spirit among the people and study to distinguish between the national highway of progression and the many side roads leading therefrom.

Get the people to see that the man who confines himself to the treadmill of present circumstances has few chances of ever walking at the head of the procession, and is generally found so far behind the band that by the time the music reaches him he is out of step with the true progress of the age.

And should the cry go up that every walk of life is so crowded that there is little chance of success for any more, remember what you doubtless have all observed in a race course—how much clear track and pure air there is in front of the foremost horse; while back of him, all is turmoil, trouble and dust.

Now the world, in all its other relations, is moving at a two-minute gait, and the true situation stares us squarely in the face: We either have to beat that time, or breathe the dust kicked up by those in front.

The Mercury, a monthly issued by the students of the East Division High School, Milwaukee, is more sensibly arranged, more ably edited, more finished in typographical appearance, less amateurish than any high school publication we have thus far seen.

Winfield, Kansas. A Smith-Premier typewriter has been purchased for use in the city school.

Omaha, Neb. The board has been discussing plans of fitting up a gymnasium in the new high school.

## ON TOP

### "THE HOLDEN BOOK COVERS"

Under various patents have been **ON TOP** for over **30 years!**

Millions who are now sending their children to school had their own school books covered with the **HOLDEN COVERS**. **QUALITY AND LOW COST** has been the foundation of this remarkable record.

We send out each year to School Boards more Book Covers than if in One Pile would make a

**MONUMENT ONE-HALF MILE HIGH.**

**The Holden Book Covers and Quick Repairing Material**

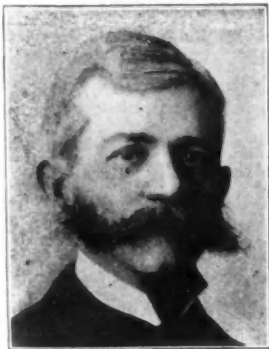
**Reduces the outlay for text books 50 per cent. to 100 per cent.**

Free Text Book School Boards—or those using Supplementary Readers—send for free samples.

**HOLDEN PATENT BOOK-COVER CO.,**

P. O. Box 643-B.

SPRINGFIELD, MASS.



### Supplies and Equipment.

Wm. W. Tapley, who has been connected with the Milton-Bradley Co. at Springfield for the past fifteen years, has general charge of the company's branch offices and the educational department. He is the assistant treasurer of the company, succeeding Mr. Geo. H. Ireland in the position. He is a native of Springfield, born Aug. 8, 1867. After a common school training and a two-years' high school course, he entered the employ of the Milton-Bradley Co. as an office boy, where he has been promoted until he reached his present position. He is also a director of the Thomas Charles Co., of Chicago.

Philadelphia, Pa. Six Smith-Premier typewriters have been purchased by the board of education for use in the public schools.

Los Angeles, Cal. The chief engineer reported to the board that two metallic fire escapes, built with landings at each floor, on the plan of stairways, ought to be constructed at the high school.

Wilmington, Del. A Smith-Premier typewriter has been purchased by the school board and will be used for instruction purposes.

Findley, O. All school houses will be equipped with phones at \$12 each per year.

Mansfield, Pa. A Smith-Premier typewriter has been added to the equipment of the state normal school.

Klester, Minn. A fine organ has been placed in the new school.

Racine, Wis. An Oliver typewriter has been bought. Contracts for general school supplies awarded to the Caxton Co. and to J. M. Olcott & Co.

Barnes' Shorthand Manual is used in the Janesville, Wis., High School.

Cleveland, O. Supt. L. H. Jones has recommended to the teachers in high schools the formation of a series of organizations and sub-organizations, principally by subjects, for the discussion of educational principles and the interchange of views on methods of teaching.

Washington, D. C. General G. V. Boynton's attack on Barnes', Montgomery's, Johnston's and McMaster's school histories has brought out a proposition from the publishers of the histories to correct any errors that may be found.

A few of the normal schools that are now using one or more of the algebras are: Iowa State Normal School, Cedar Falls, Ia.; Rhode Island State Normal School, Providence, R. I.; Missouri State Normal School, Warrensburg, Mo.; Michigan State Normal School, Marquette, Mich.

Private schools that have adopted one or more of the algebras include The Cascadilla School, Ithaca, N. Y.; Columbia Grammar School and Syms School, New York City; Packer Collegiate Institute and Adelphi College, Brooklyn; Morgan Park Military Academy, Morgan Park, Ill.; Walnut Hills School, Natick, Mass.; Charleston High School, Porter Military Academy, South Carolina Military Academy, all of Charleston, S. C.; Brigham Young Academy, Provo City, Utah; Park Institute, Allegheny, Pa.; Furman Fitting School, Greenville, S. C.; Virginia Seminary, Lynchburg, Va.; Kidder Institute, Kidder, Mo.; Eufaula Academy, Eufaula, Ala.; Friends' Elementary and High School, Baltimore; St. John's Military Academy, Salina, Kas.; University School, Clanton, Ala.; Preparatory Departments of North Western University, Evanston, Ill.; University of South Dakota, Vermillion, So. Dakota; University of Washington, Seattle, Wash.; Baker University, Baldwin, Kas.; Iowa Wesleyan University, Mt. Pleasant, Iowa; Pomona College, Claremont, Cal.; Ohio University, Athens, Ohio; nearly all private schools in Philadelphia, and others in all sections of the United States.

In my opinion, the most harmful fad of the century is the slow, awkward, homely fad called vertical writing.—Howard Champlin, Teacher of Writing, Cincinnati.

The Kansas text book adoptions will expire next year. The governor will not appoint a text book commission for some months to come.

Cincinnati. Beginning with Sept. 1 next the slant system will replace the vertical system, which has been in use for two years.

Frank V. Irish, the author and publisher, will remove his headquarters from Columbus, O., to Chicago.

Elkhart, Ind. The board allowed each teacher who attended the meeting of the Northern Indiana Teachers' Association, at Anderson, the amount of the railroad fare, \$3.60.

Ackley, Ia. The local press commented on



This firm is famous for its honest goods and valuable premiums.

## CHINA SILK WAIST FREE

We will send this beautiful China Silk Waist, latest style, a beautiful Ladies' Pocket Book, a magnificently engraved gold or silver plated Bracelet with lock and key, and 3 lovely Friendship Hearts to introduce our Jewelry Novelties. No deception whatever about this advertisement. We guarantee to do exactly as we say, and every lady who will sell only 8 sets of our large Jeweled Beauty Pins at 25c a set, will receive our generous offer of this handsome as well as serviceable China Silk Waist, with a beautiful Ladies' Pocket Book, all leather, gilt or silver metal front decorated, a magnificently engraved solid gold or silver plated Bracelet and 3 lovely gold or silver Friendship Hearts. **Send no money in advance.** If you will sell only 8 sets of these fast-selling Pins at 25c a set, send name and address, and we will mail them postpaid. They sell on sight. When sold send us the \$2.00, and we guarantee if you comply with the offer we shall send you with the Pocket Book, Bracelet and 3 Friendship Hearts, this lovely China Silk Waist will be given absolutely free. This is a fashionable up-to-date Waist, made of extra fine quality washable China silk, in all the newest shades, blue, pink, red, black, white and old rose, and is trimmed elaborately with beautiful white silk lace insertion. Premiums are sent same day money is received. Miss Millie Lewis, Peekskill, N. Y., writes: "I received the Pins and was very much pleased with them. I sold them in half an hour and everybody that bought them was highly pleased with them." Write to-day. All who have received the premiums are delighted. **STANDARD IMPORTING CO., Dept. 602 W ST. LOUIS, MO.**

the recent school election as follows: "It was as remarkable as it was unusual; a school election invariably engenders more animosity than any other event that occurs at regular periods in the town."

Dr. Savage, president and medical director of the Physical Development Institute that bears his name, has in connection with the institute a normal school of physical education, where a practical course has been added, specially arranged for those wishing to become teachers of physical education. In view of the increased interest the public school officials and teachers are taking in the subject it might be well for them to become acquainted with this school. Circular will be sent on request.

Philadelphia, Pa. Agents, or other persons, are not permitted to visit teachers at the school building at any hour, either before or after school.

## A Good Deal of Nonsense

About "Blood Purifiers" and "Tonics."

Every drop of blood, every bone, nerve and tissue in the body can be renewed in but one way, and this is, from wholesome food properly digested. There is no other way, and the idea that a medicine in itself can purify the blood or supply new tissues and strong nerves is ridiculous and on a par with the folderol that dyspepsia or indigestion is a germ disease or that other fallacy, that a weak stomach which refuses to digest food can be made to do so by irritating and inflaming the bowels by pills and cathartics.

Stuart's Dyspepsia Tablets cure indigestion, sour stomach, gas and bloating after meals because they furnish the digestive principles which weak stomachs lack, and unless the deficiency of pepsin and diastase is supplied it is useless to attempt to cure stomach trouble by the use of "tonics," "pills" and "cathartics" which have absolutely no digestive power, and their only effect is to give a temporary stimulation.

One grain of the active principle in Stuart's Dyspepsia Tablets will digest 3,000 grains of meat, eggs and similar foods, and experiments have shown that they will do this in a glass bottle at proper temperature, but, of course, are more effective in the stomach.

There is probably no remedy so universally used as Stuart's Tablets, because it is not only the sick and ailing, but well people who use them at every meal to insure perfect digestion and assimilation of the food.

People who enjoy fair health take Stuart's Tablets as regularly as they take their meals, because they want to keep well. Prevention is always better than cure, and Stuart's Dyspepsia Tablets do both; they prevent indigestion and they remove it where it exists. The regular use of one or two of them after meals will demonstrate their merit and efficiency better than any other argument.

### Every Progressive School has a Baseball Team.

#### INGERSOLLS BASEBALL UNIFORMS

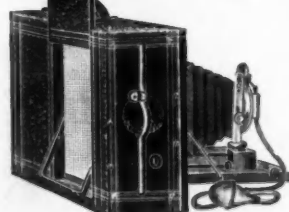


Are made of good durable materials, excellent workmanship and very handsome. Send for sample card showing qualities and colors.

Uniforms with lettered shirts, padded pants, cap, hose and belt from \$2.50

Others \$3.75, \$5.50 and \$7.50 with special prices in clubs of nine. Samples, measurement blanks and our money saving catalog of all Baseball Supplies, Bicycle, Bicycle Suits Cameras and all athletic goods FREE. Robt. H. Ingersoll & Bro., Dept. 12, 67 Cortlandt Street, New York.

## SUCCESS CAMERAS



Cut Showing Ground Glass.

Carries 12 4 x 5 Plates.

Each picture can be seen on the Ground Glass before the exposure is made. High Grade Lens and Shutters used exclusively on Success Cameras.

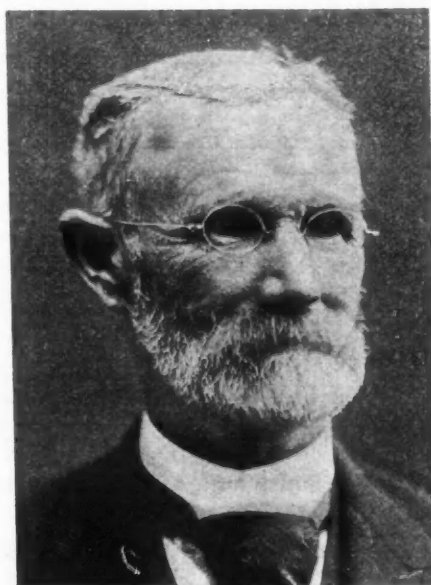
We manufacture the most complete line of Magazine Cameras in the world. Write for Catalogue.

CONLEY CAMERA CO.,  
SPRING VALLEY, MINN.

Metal and Wood Novelties, Dies, etc., made for the trade.

## TEACHER WANTED

Lady or Gentleman to travel and appoint agents for our superb line of publications. Absolutely no canvassing required. **SALARY \$780 Per Year AND EXPENSES** absolutely guaranteed. Address Colonial Publishing Co., Dept. C 31, Chicago



BENJAMIN J. FELTON,  
North Tonawanda, N. Y. after whom the new Felton High School was named.



**Elections and Appointments.**

**IOWA.**

Clarinda—G. W. Thomas, T. E. Clark, president. Lyons—L. C. Moeszinger, W. C. Bush, A. O. Cole, T. L. Holleran, T. T. Ashton, A. L. Holmes, C. Magnussen. Waukon—A. T. Stillman. Mt. Pleasant—Dr. O. A. Geeseka. West Des Moines—H. L. Preston. Burlington—W. E. Blake, president. Oelwein—R. D. Bruce. Spencer—A. C. Perine. Shenandoah—A. Palmer. Ackley—Andrew Roth. Council Bluffs—J. K. Hess, president; T. J. Shugart, W. S. Cooper, S. S. Keller. Boone—John H. Rickenberg. Davenport—Dr. Braunlich, A. F. Cutter, Wm. Gehrmann. Des Moines—Elmer E. Farr, Theodore F. Greife, Homer A. Miller, Chas. H. Dilworth. Oskaloosa—George H. Carlson. Sioux City—Dr. J. C. Dunlavy, Edwin H. Brown, T. C. Prescott. Muscatine—Dr. Jeff Fullam, Frank Koeckeritz, Frank Halstead. Ottumwa—W. A. McIntire, A. D. Moss, E. E. McElroy. Cedar Rapids—E. J. C. Bealer, I. C. Emery, Jos. Mekota. Imogene—Monroe township board: District 1, Michael McCardle; District 2, M. Laughlin; District 4, Thomas O'Conner; District 5, Matthew Crilly; District 6, Frank Hayes; District 7, Con Ryan; District 8, W. F. Tompkins; District 9, George Gilmore; District 3, M. S. Alley.

**WEST VIRGINIA.**

Martinsburg—Gottlieb Wellinger, president; W. A. Pitzer, secretary.

**MISCELLANEOUS.**

Mason S. Stone, for eight years superintendent of public instruction in Vermont, has been appointed division superintendent of the Philippine archipelago.

Greater New York—Brooklyn. James M. Edsall, formerly principal of school No. 101, has been appointed an associate superintendent. W. L. Buckley has been selected for principal of school No. 80.

Department of Superintendents, National Educational Association: President, T. R. Glenn, Atlanta, Ga.; first vice-president, H. T. Emerson, Buffalo, N. Y.; second vice-president, F. W. Cooley, Calumet, Mich.; secretary, John W. Deltrich, Colorado Springs, Col.

Upper Peninsular Teachers' Association of Michigan: President, E. L. Parmenter, Iron Mountain; secretary, P. R. Dunton, Beacon; treasurer, R. D. Ewing, Escanaba; executive committee, O. I. Woodley, Menominee; L. L. Wright, Ironwood; Supt. White, Lake Linden; Mr. Conlin, Crystal Falls.

**DEAFNESS CANNOT BE CURED**

by local applications, as they cannot reach the diseased portion of the ear. There is only one way to cure deafness, and that is by constitutional remedies. Deafness is caused by an inflamed condition of the mucous lining of the Eustachian Tube. When this tube is inflamed you have a rumbling sound or imperfect hearing, and when it is entirely closed, Deafness is the result, and unless the inflammation can be taken out and this tube restored to its normal condition, hearing will be destroyed forever; nine cases out of ten are caused by Catarrh, which is nothing but an inflamed condition of the mucous surfaces.

We will give One Hundred Dollars for any case of Deafness (caused by catarrh) that cannot be cured by Hall's Catarrh Cure. Send for circulars, free.

F. J. CHENEY & CO., Toledo, O.

Sold by Druggists, 75c.

Hall's Family Pills are the best.

Ogdensburg, N. Y. The board sent a committee to various cities to investigate the systems of promotions of pupils in vogue.

The Triangular Book Cover Co. have removed their office from Syracuse, N. Y., to Munsville, N. Y., where their factory is located. New machinery is being put in position, which will greatly increase their capacity and enable them to meet promptly the demands of their rapidly growing business.

Philadelphia, Pa. The state law makes it obligatory upon the board to take, annually, a school census.

Every Tuesday until and including April 30, the Burlington Route will sell one-way excursion tickets to California at the lowest rates offered for years. Only \$30.00 from Chicago and \$27.50 from St. Louis.

The most attractive and interesting way to go is via Denver and Salt Lake City, through Colorado by daylight and past all the magnificent mountain scenery by daylight. We run Pullman Tourist Sleeping Cars through to the Coast that way. The fare very comfortable and inexpensive. A sleeping berth, holding two, only \$6.00. Please write for particulars and send six cents for our beautifully illustrated book on California. Address P. S. Eustis, General Passenger Agent C., B. & Q. R. R., 209 Adams street, Chicago.

Superintendent J. E. McKean, of Middletown, O., studied for four years under Professor John Dewey, of the University of Chicago. He is a progressive schoolmaster who has already rendered splendid services to his school system. He deserves the confidence of his board as well as the co-operation of his teaching forces.

**Heating and Ventilating.**

Findlay, O. The Johnson system of temperature regulation was adopted for the new school. This will require nineteen thermostats. So anxious was the board to secure this great fuel and health-saving system that the secretary was instructed to wire the Johnson Co. to send its representatives at once.

Covington, Ky. The bidders were the American Warming and Ventilating Co. and the Peck-Williamson Co. The former company's

**Patrick's Lessons in Language.**

**Patrick's Lessons in Grammar.**

By J. N. PATRICK, A.M.

Definite in aim; free from the distracting gab which characterizes many of the language text-books recently published; contain more word-study, sentence-making exercises, and composition work than any other books on the market; the method compels the pupil to get understanding while he is getting information; the burden of the recitation is placed upon the pupil where it properly belongs; and the books are free from technical distinctions which tend only to confuse and discourage pupils.

*Liberal Terms on Exchange and Introduction Supply.*

Lippincott's Arithmetics (3 books)

Worcester's School Dictionaries

Cutter's Physiologies (3 books)

Morris's Series of United States Histories

Bert's Elementary Science

High School Books, Reference Books.

For circulars and full particulars as to exchanges and introduction terms, address the publishers

**J. B. LIPPINCOTT COMPANY,**

624 Chestnut Street,

Philadelphia, Pa.

figures was lowest and will in all probability receive the contract.

Cleveland, O. Improper ventilation and heating is responsible for many deaths of school children in a year, was the startling claim made at a teachers' meeting recently. The school officials deny the assertions of the teachers, claiming that in many cases the heating and ventilating is better in the school rooms than in the pupils' homes.

St. Joseph, Mo. The board has become convinced that an even temperature in school rooms is conducive to the health of the pupils and is one of the important factors in securing the most efficient work on the part of the teachers. Steps have been taken to prevent the rooms from becoming too hot or too cold. It is desired that the temperature range from 68 to 74 degrees. The teachers are required to make a report of the exact temperature at stated intervals during the day. These reports are submitted to the principals, who note the outside temperature and then the reports are turned over to the secretary of the board.

Duluth, Minn. The newly erected Monroe school is equipped with the Johnson Electric Service Co.'s system of heat regulation. The heating system was installed by the American Heating Co.

Toledo, O. A representative of the Otis Ventilating Co. has set forth to the board the advantages of having a ventilating system manufactured by this company installed in the Waite school.

Columbus, O. The firms that bid on the contract to heat the addition to the North high school were: American Foundry Co., Saunders & Esswein, Fitzpatrick & Hoepfner and the Vogelgesang Furnace Co.

**University Publishing Company**

**Educational Publishers**

HOLMES' NEW READERS  
DAVIS' NEW READERS  
GOLDEN-ROD BOOKS  
STANDARD LITERATURE  
SERIES

MAURY'S NEW GEOGRAPHIES  
MAURY'S PHYSICAL GEOGRAPHY  
UNIVERSITY COPY-BOOKS  
UNIVERSITY SERIES OF  
MAP-STUDIES

CLARENDON DICTIONARY  
SANDY'S AMERICAN ACCOUNTANT  
VENABLE'S NEW ARITHMETICS  
GILDERSLLEEVE'S LATIN  
SERIES, ETC., ETC.

43-45-47 East Tenth Street

New York, April 2, 1901.

My Dear Bruce:

Kindly inform your patrons, school officers and teachers that we publish an excellent line of school and college text-books, samples of which we would like to submit to schools contemplating any changes.

Yours respectfully,

**UNIVERSITY PUBLISHING CO.**  
PER D.

**SCHOOL SUPPLIES.**

Boston. Contract to furnish program clocks for new East Boston high school at \$933 was awarded to Blodgett Bros. & Co.

Boston. Contract for revolving chairs for pupils for East Boston high school was awarded to Geo. S. Perry & Co.

Winona, Minn. A Smith-Premier typewriter has been added to the equipment of the high school.

The Centennial School Supply Co., of Denver, has issued an illustrated pamphlet on America's first public school, which is distributed gratis.

Albany, N. Y. The Kirker-Bender fire escapes have been placed on several schools and found highly satisfactory.

Wadena, Minn. A Smith-Premier typewriter has been purchased by the board of education and will be used for instruction purposes.

North Tonawanda, N. Y. The new Felton high school has been equipped with the Frick automatic program clock system.

Minneapolis, Minn. The board is facing the problem of putting filters in the schools. The estimated cost is \$9,000.

The new pencil sharpener invented by R. T. Smith, of Nashua, N. H., is not ready for orders yet. It will, however, shortly be ready for the market. Geo. F. King & Co., 38 Hawley street, Boston, will be the headquarters for the device.

Mason City, Ia. A Smith-Premier typewriter has been added to the equipment of the Iowa State Normal School.

Kenosha, Wis. The board purchased six sets of primary language charts at \$40 per set. They are the work of Miss Alice W. Cooley, Minneapolis.

The Union School Furnishing Co., of Chicago, an-

nounce that it will purchase bonds issued by school districts, townships and incorporated towns and cities, and invites correspondence.

Omaha, Neb. Creighton University has added a Smith-Premier typewriter to its office equipment.

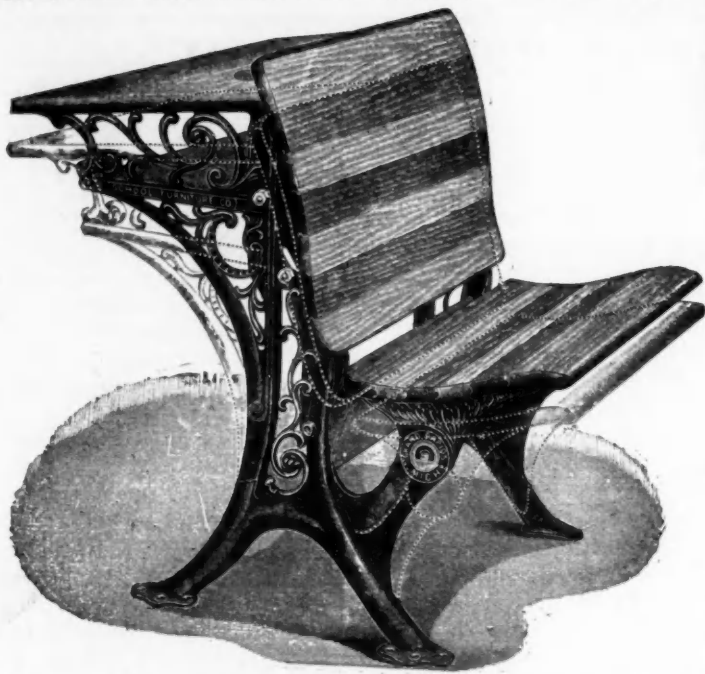
Joliet, Ill. The board ordered \$2,000 worth of apparatus from the Chicago Laboratory Supply & Scale Co.

Broken Bow, Neb. A Smith-Premier typewriter has been purchased for use in the public schools.

The Dixon Crucible Co. is distributing a neat pocket rule made in white celluloid.

Saginaw, Mich. Blocks for teaching the Speer system were ordered for use in third grades.

W. C. Toles, of Irving Park, Chicago, exhibited a manual training bench at the Auditorium parlors during the superintendents' meeting. These benches have won recognition among manual training teachers as being very serviceable.



## Don't Be Chinese

The Chinese distort their children's feet to make them look "pretty"—from a Chinese standpoint—just think of it, and while you are thinking of it, don't forget that

## AMERICANS DO WORSE

that is, SOME Americans do, for they distort their children's bodies; twist their spines and ruin their eye-sight merely to save a few paltry dollars.

How do they do it? Why, by compelling children to sit in uncomfortable, ill-fitting school desks entirely too small, or too large, for their tender growing bodies. Why do they do it? Some to save money; others out of mere thoughtlessness. However, the time has come when a vast majority of the American people have awakened to the absolute necessity of

having every pupil in a school room accurately fitted with the desk he occupies

# THE ONLY ADJUSTABLE DESKS THAT ARE SUSCEPTIBLE OF PERFECT ADJUSTMENT ARE THE GRAND RAPIDS KIND

The word Grand Rapids! What a world of meaning it contains. Who isn't familiar with its sound? Who can't point his finger blindfolded to its location on the map. What made it famous? SCHOOL DESKS. What do competitors say when describing their own goods—"They are just as good as Grand Rapids." Are they? Is an imitation paste diamond as good as the real article? Hardly. Where did Adjustable Desks originate? Grand Rapids. Where have they been carried to the greatest perfection? Grand Rapids. If you were asked where school desks are made could you without a great deal of thought think of any place except Grand Rapids? In school room equipment there is nothing so symbolic of that which is perfect as this combination of letters:

## G-R-A-N-D R-A-P-I-D-S

To come back to Adjustable Desks. Have you ever investigated the subject? If not, why not? It is a subject of vital importance to every school officer, to every parent with children attending school. Would you like to read upon the subject? If so, there is a world of literature bearing on it published at Grand Rapids that you can have without money and without price, simply by asking for it. As a starter towards informing yourself on the subject,

### ASK YOUR FAMILY DOCTOR.

He will tell without a moment's hesitation that it is **WORSE THAN CHINESE CRUELTY** to compel children to sit in school desks that can't be adjusted to fit the child. The Chinese only distort their children's feet, while ill fitting school desks, sat in hour after hour, day after day, month after month, **DISTORT THE CHILDREN'S GROWING BODIES, TWIST THEIR SPINES AND RUIN THEIR EYESIGHT.** If he is an up-to-date doctor, and of course he is or you wouldn't employ him, he will also tell you that **THE ONLY PERFECT ADJUSTABLE DESKS** are made at

## Grand Rapids School Furniture Works,

Eastern Sales Office,  
814 Constable Bldg., New York.

Western Sales Office,  
Corner Wabash Ave. and Washington St., Chicago.

Works, Grand Rapids, Michigan.



## CAUSES OF SCHOOL BOARD DEFALCATIONS.

(Continued from page 7.)

tions. To this end I am pleased to note that State Commissioner Bonebrake has taken an advanced step and has recommended in his last annual report to the governor the enactment by the next legislature of such laws as will provide for a state inspection and audit. I recently read an article written by the public examiner of Wyoming, in which he states the many benefits that small state is receiving from a uniform system of public accounting and an independent audit. It seems strange that the fourth state in the Union should be so far behind the small western state in this particular, when you but contrast the sagacity and intelligence of the business men in the two states. In the event the legislature neglects to make provision for a state inspection, in my opinion the board of education of each city district would be justified in having an examining accountant make an annual investigation of the financial affairs and books and accounts of the board, and I believe the expense would be justified as legal under section 3971 R. S. defining the corporate powers of the board.


A third cause for defalcations among school officials in some of our large cities is the cumbersome machinery of the board of education administration. It would be far better if the large boards, serving without compensation, were abolished, and smaller executive boards substituted. The entire service of five or seven first-class business men, not representing any particular section of the district, amply compensated therefor, is more economical, I believe, than the gratuitous service of a score or more of ward representatives. With a gratuitous board it is impossible for the members to give personal attention to each detail of the business machinery of a well-regulated school board. He pays some one else to do it for him. The natural tendency is to learn to depend upon such salaried officials for information and guidance in financial matters, and in so doing the public often pays heavily through losses caused by dishonesty. It does not seem right to allow the affairs of a school board to be managed in a way that would ruin and bankrupt every member of such board if his private business were no better handled. No up-to-date commercial business man expects to be served for nothing, nowadays. Neither should the public.

I believe an additional safeguard against school board defalcations would be to have all the money due the board from any source whatsoever paid over to the treasurer instead of to the clerk. In most, if not in all, of the school districts in this state the tuition fees for the admission of non-resident pupils, and the proceeds from such petty sales as old castings, old

iron, discarded furniture, etc., are usually paid in to the clerk, and by that official presumably turned over to the treasurer.

In order that one department may have a check against the other, I would suggest that the parties making payment secure from the clerk an order to pay the amount due into the city treasury, which order the party should present to the treasurer and receive his receipt therefor. The clerk could either keep a duplicate of this order or a stub of the sale, which would enable him to get the accounts on his books, and have an absolute check against the treasurer, and *vice versa*. The only thing that could possibly defeat this plan from working successfully would be a collusion between the treasurer and the clerk—an unusual situation.

It is the custom with a number of boards whose books I have inspected to leave out of the record of the proceedings of the board the entry of the bills and claims by them authorized to be paid, the record merely stating that the duly authorized committee recommend the payment of such bills and claims as have been examined by them. This is in express violation of the laws of Ohio, and, even if it were not a statutory requirement, the method is exceedingly careless and unbusinesslike, and would permit a dishonest clerk to draw a warrant on the treasurer for unauthorized claims. This applies more particularly to city districts, where the volume of business transacted is so great as to render it extremely difficult for the president of the board, who joins with the clerk in signing the warrants, to keep in mind the particular bills which the board has authorized paid.



### OUR VENETIAN BLINDS

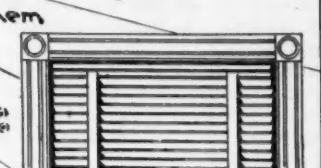
Keep out the Sun:  
Control the Light at any part of the Window:  
Permit perfect Ventilation:  
No pockets or unsightly projections:

Many new school buildings have them  
They are being put in old ones.

Write for Catalogue "S"

#### BURLINGTON VENETIAN BLIND CO.

BURLINGTON, VT.



board, citing the record and page of such authority, and also signed by the finance committee, or by whatever name such committee shall be called; the original bill presented for payment being, in all cases, attached to the voucher. These vouchers should be read in open board meeting, and, if authorized to be paid, should be signed then and there by the president and clerk of the Board. The amount of the voucher should not only be expressed in figures, but in words as well. After the signatures are appended, the clerk should detach and retain the original bill for reference in his office and the original voucher should be presented to the treasurer for payment, in lieu of the warrant, or order, or check. After each periodical settlement, the vouchers which have been cashed by the treasurer may be returned to the clerk, who shall give his receipt therefor to the treasurer for such returned vouchers. This plan is followed by all railroads and large corporations.

I believe this plan would be effectual and reduce to a minimum the payment of padded bills and unauthorized claims. In this connection, I have observed that many boards have adopted the payroll system in paying their employees, rather than paying them by individual warrant. I believe the payroll plan to be unauthorized by the laws of this state, and would advise, as an additional safeguard and precaution, that boards adopt the individual warrant, or voucher, plan of payment.

We must all admit that there is no absolute check against a dishonest official. This has been recently demonstrated in the enormous bank defalcations of Alvord, of New York, and Brown, of Newport, Ky., employees of national banks, both of which were under inspection and audit of the federal government, supposedly the severest and most rigid auditor, but I believe that a proper and uniform set of bookkeeping and accounts, periodically audited and checked by a state inspector, and the substitution in large cities of small executive boards for the unwieldy "whats-everybody's-business-is - nobody's - business" boards, school defalcations will be reduced to a minimum, if not entirely eradicated from our body politic.

Prof. H. W. Ellsworth, of New York, the author and publisher of works on penmanship, defends the action of the business educator's convention which recommended that supervisors of penmanship be employed in the public schools.

Supt. E. G. Cooley, of the Chicago schools, visited schools in the East last month.

Rochester, N. Y. A bill before the legislature provides for an annual salary of \$1,200 to be paid the members of the board. The members having been interviewed have not expressed any opposition to receiving a salary.

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## New Schools

**ALABAMA.**—*Mobile*—A new school. *Gladsden*—A new school to be built. *Anniston*—Plans for a new school adopted.

**ARKANSAS.**—*Hamburg*—A new \$10,000 school.

**CALIFORNIA.**—*Riverside*—A new \$35,000 high school according to plans of Architect H. F. Starbush of Long Beach, Cal. *Berkeley*—A new \$58,500 high school.

**COLORADO.**—*Longmont*—M. W. Fuller of Ft. Collins, has plans for a new high school.

**CONNECTICUT.**—*New Britain*—A 22,000 addition to the East Street school. *Putnam*—A new \$31,500 school according to plans of Architect Wilson and Fowler, of Boston, Mass.

**GEORGIA.**—*La Grange*—A new school. *Dublin*—A new \$20,000 school. *Dallas Mills*—Plans for a new school have been adopted.

**IDAHO.**—*Cambrid*—Plans for a new school have been adopted.

**ILLINOIS.**—*Rock Island*—A new \$70,000 high school. *Hume*—N. O. Gaintt has plans for a \$16,000 school. *Moline*—A new \$32,000 school. *Earlville*—A new school. *Virginia*—A new \$6,000 school. *Kankakee*—Plans for a new school have been adopted. *Highland Park*—A new school. *Chicago*—Additions to three schools, to range in cost from \$65,000 to \$125,000.

**INDIANA.**—*Sullivan*—A new \$20,000 high school. *New Albany*—A new high school. *Hartford City*—C. R. Weatherhogg of Ft. Wayne, has plans for a \$6,000 school. *Indianapolis*—Two new schools and additions to two other schools. *Marion*—A new library building. *Huntingburg*—A new school. *Ege*—A new school according to plans of Architect M. J. Stock of Ft. Wayne, Ind.

**IOWA.**—*Cosgrove*—A new school and hall building. *Cedar Rapids*—Additions to three schools. Estimated cost from \$12,000 to \$30,000. Plans drawn by Architect W. A. Fulkerson. *Tipton*—A new school. *Webster City*—Two new schools, \$6,000 each. *Eagle Grove*—A new school. *Sumner*—A new \$15,000 school. *Ottumwa*—A new school is to be built. *Chariton*—A new \$20,000 school. *Hendrick*—Plans for a new school have been adopted. *Corning*—A new \$7,000 school. *Mason City*—A new \$12,500 school.

**KANSAS.**—*Norton*—A new \$15,000 school. *Topeka*—H. M. Hadley, architect, has plans for a \$30,000 school. *Iola*—A new \$30,000 school.

**KENTUCKY.**—*Hopkinsville*—A new \$15,000 school according to plans of Architect Harris & Shopbell, of Evansville, Ind.

**MARYLAND.**—*Baltimore*—A new school.

**MASSACHUSETTS.**—*Billerica*—Cooper & Bailey, architects, have plans for a \$25,000 school. *Methuen*—A new school. *Maynard*—Plans for a new school have been adopted. *Clinton*—A new \$20,000 school.

**MICHIGAN.**—*Sault St. Marie*—T. C. Teague, architect, has plans for a \$27,000 school; also \$9,000 addition to high school. *Flint*—A new school. *Marshall*—Plans for a new high school have been adopted. *Benton Harbor*—A \$10,000 addition to the Britian Ave., school. *Marquette*—A \$100,000 high school. *Battle Creek*—A \$30,000 school.

**MINNESOTA.**—*Duluth*—A new \$43,000 normal school. *Granite Falls*—A new school. *St. Paul*—Buechner and Jacobsen, architects, have plans for a new school. *Milaca*—A new \$15,000 school.

**MISSISSIPPI.**—*New Albany*—A new \$10,000 school.

**MISSOURI.**—*Ridgeway*—Plans for a new school have been adopted. *Carthage*—A new central school. *St. Louis*—A new school is to be built. *Kirksville*—A new \$30,000 building for State Normal school.

**NEBRASKA.**—*Lynch*—Plans for a new school have been adopted. *Table Rock*—A new \$11,500 school.

**NEW JERSEY.**—*Pennsgrove*—An addition to school.

**NEW YORK.**—*Schenectady*—A new high school. *Lancaster*—W. T. Harris, architect of Buffalo, has plans

for a \$40,000 school. *Westfield*—A new high school according to plan of Architects Esenwein and Johnson of Buffalo. *Tully*—A new grammar and high school according to plans of Architects Pierce & Rickford of Elmira. Estimated cost \$12,000. *Whitney Point*—Pierce & Birkford of Elmira, have plans for a \$1,000 school. *Lestershire*—A new \$10,000 school. *Rochester*—A new \$300,000 high school. *Southold, L. I.*—A new school. *Cortland*—Plans for an addition to the Central School have been adopted. *Buffalo*—Additions to schools, 10, 40 and 56.

**NORTH CAROLINA.**—*Winterville*—A new school. **NORTH DAKOTA.**—*Wheatland*—Plans for a new school have been adopted. *Northwood*—A new \$12,000 school.

**OHIO.**—*Jackson*—A new school. *Fairport*—A \$12,000 school. *Lakeview*—Plans for a new school have been adopted. *Youngstown*—A \$20,000 addition to the Oak Street school. *Conneaut*—Mr. Chesney, architect, has plans for a new school. *Kirtland*—A new \$7,500 school.

**OREGON.**—*Eugene*—A new \$25,000. **PENNSYLVANIA.**—*North Cornucall*—A. A. Ritchie, architect of Lebanon, has plans for a new school. *Ardmore*—A \$50,000 school according to plans of Architect Judge De Nae. *Crafton*—A new \$55,000 school. *Glassport*—P. S. McMullen has plans for a new school. *Conemaugh*—A new \$35,000 school. *Westfield*—Plans for a new school have been adopted. *Allegheny*—F. J. Osterling, architect of Pittsburgh, has plans for an addition to high school. *Windgap*—A new school according to plans of Architects S. and P. A. Davis of Philadelphia. *Nazareth*—A new school. *Pittsburg*—An addition to the J. M. Logan school. *Hazleton*—A new school.

**RHODE ISLAND.**—*Woonsocket*—A new high school.

**SOUTH DAKOTA.**—*Marion*—Plans for a new school have been adopted. *Springfield*—A new building for state normal school. Estimated cost, \$18,000. *Aberdeen*—A normal school.

**TENNESSEE.**—*Morristown*—A new \$10,000 normal school.

**TEXAS.**—*Angleton*—A new school. *Mt. Calm*—A new \$10,000 school. *Corsicana*—A new \$25,000 high school. *Terrell*—Plans for a new school have been adopted. *Dickinson*—A new school. *Houston*—Three new schools. Estimated cost \$20,000 each.

**VERMONT.**—*Montpelier*—A new school according to plans of Architects Austin and Brigham of Boston, Mass.

**VIRGINIA.**—*Roanoke*—A new building for Virginia College according to plans of Architect H. H. Higgins. Estimated cost, \$32,000. *Norfolk*—A new school. *Newport*—Four new schools.

**WASHINGTON.**—*Green Lake*—A new \$25,000 school according to plans of Jas. Stephens.

**WEST VIRGINIA.**—*Shepherdstown*—A normal school according to plans of Architect J. A. Hunter of Hagerstown, Md. *Benwood*—Two new schools.

**WISCONSIN.**—*Milwaukee*—A new Eighteenth ward. Estimated cost, \$50,000. *Fairchild*—A new \$15,000 school according to plans of Architects Omeyer and Thorl of St. Paul, Minn. *Grand Rapids*—A \$30,000 high school. *Superior*—An addition to the Peter Cooper school. *Oshkosh*—Additions to three schools. To range in cost from \$5,000 to \$15,000. *Wausau*—A \$20,000 school. *La Crosse*—A new \$20,000 school is to be built.

**MINNEAPOLIS, Minn.** The board has acted favorably upon a measure which provides that if the truant officer has knowledge of any case of continued non-attendance he shall immediately notify the parent or guardian to keep the truant at school. If this does not succeed, the officer is to swear out a warrant, and, upon conviction, the truant will be sent to the state training school, where he or she will remain until 16 years of age.

**San Francisco, Cal.** The board is to appeal to the supreme court the case of a teacher who was dropped upon her marriage, but who sued the board for reinstatement and received favorable decision in the lower court.

**Rochester, N. Y.** Medical inspection of the pupils and schools may be instituted. Supt. Chas. B. Gilbert strongly favors the idea.



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Alexis E. Frye, late superintendent of schools in Cuba, gives as his reason for resigning that the new school law made him only a figure-head.

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# List of POPULAR SCHOOL AND COLLEGE Text Books



## ABBREVIATIONS.

<b>American</b>	American Book Co.	Cincinnati, New York, Chicago.
<b>Appleton</b>	D. Appleton & Co.	New York, Boston, Chicago.
<b>Barnes</b>	Arthur J. Barnes	St. Louis, Mo.
<b>Butler</b>	Butler, Sheldon & Co.	Philadelphia, New York, Chicago.
<b>Central</b>	Central School Supply House	Chicago, New York.
<b>Ginn</b>	Ginn & Co.	Boston, New York, Chicago.
<b>Heath</b>	D. C. Heath & Co.	Boston, New York, Chicago.
<b>Houghton</b>	Houghton, Mifflin & Co.	Boston, New York, Chicago.
<b>Lippincott</b>	J. B. Lippincott Co.	Philadelphia.
<b>Longmans</b>	Longmans, Green & Co.	New York.
<b>Maynard</b>	Maynard, Merrill & Co.	New York, Chicago.
<b>Merriam</b>	G. & C. Merriam Co.	Springfield, Mass.
<b>Morse</b>	The Morse Co.	New York, Chicago.
<b>Macmillan</b>	The Macmillan Co.	Chicago.
<b>McNally</b>	Rand McNally & Sons	New York.
<b>Pitman</b>	Isaac Pitman & Sons	Chicago.
<b>Potter</b>	Potter & Putnam Co.	New York.
<b>Powers</b>	Powers & Lyon	Chicago, New York.
<b>Prang</b>	Prang Educational Co.	Boston, New York, Chicago.
<b>Sadler</b>	Sadler-Rowe	Baltimore.
<b>Richardson</b>	Richardson, Smith & Co.	New York.
<b>Sanborn</b>	Benj. H. Sanborn & Co.	Boston, Chicago.
<b>Scott</b>	Scott, Foresman & Co.	Chicago, New York.
<b>Scribner</b>	Charles Scribner's Sons	New York, Boston, Chicago.
<b>Shewell</b>	Thos. R. Shewell & Co.	Boston, New York, Chicago.
<b>Sibley</b>	Sibley & Ducker	Boston, Chicago.
<b>Sower</b>	Christopher Sower Co.	Philadelphia.
<b>Thompson</b>	Thompson, Brown & Co.	Boston, Chicago.
<b>University</b>	University Publishing Co.	New York, New Orleans.
<b>Western</b>	Western Publishing Co.	Chicago, New York, Boston.
<b>Werner</b>	Werner School Book Co.	Chicago, New York, Boston.
<b>Woodward</b>	Woodward & Tiernan Ptg. Co.	St. Louis, Mo.

## ALGEBRA.

Milne Series	American
White's School	"
Downey's Higher	"
Shaw's Elements	Appleton
" Principles	"
Hull's	Butler
Sheldon Series	"
Olney's Series	"
Wentworth Series	Ginn
Beman & Smith	"
Wells' Series	Heath
Bowser's Series	"
McCurdy's Drill Books	"
Freeland's	Longmans
Hall & Knight's	Macmillan
Thompson's New	Maynard
Atwood's Standard	Morse
Atwood's Gram. School	"
Atwood's Exercises	"
Collins's	Scott
Brooks's	Sower
Beginners	Thompson
Bradbury Series	"
Fairbanks & Hebdon	"
Sanford's Ele.	University
Nicholson's Ele.	"
Venable Series	"
Giffin's Gram. Sch.	Werner

## ARITHMETICS.

Milne Series	American
Bailey Series	"
Bailey-Wiemer Series	"
Baird's	"
Hornbrook's	"
White's	"
Springer's Commercial	Appleton
New Franklin Series	Butler
Sheldon's Series	"
Stoddard's New Int.	"
Hull's	"
New American	"
Wentworth Series	Ginn
Spicer's	"
Beman & Smith	"
Prince's	"
Walsh's Series	Heath
Eaton's	"
Atwood's Series	"
Sutton & Kimbrough's	"
White's Series	"
Colburn's	Houghton
Lippincott's	Lippincott
McLellan & Ames' Series	"

Thompson's 1st Les.	Maynard
Thompson's Complete	"
Carroll's Series	Morse
New Business	Powers
Practical	"
Counting House Arithmetic	Sadler
Commercial Arithmetic, Col-	lege Ed.
Commercial Arithmetic,	School Ed.
Essentials of Arithmetic	"
Swift and Reliable Short-	hand
Richardson's Commercial	"
Law	"
Belfield's Ele.	Scott
Brooks's Rational	"
Belfield's	"
Southworth's Essentials	Shewell
" Comp.	"
Brooks Series	Sower
Nichol's Graded Les.	Thompson
Cogswell, Lessons	"
Bradbury's Eaton's	"
Nicholson's Series	University
Sanford's Series	"
Venable's Series	"
Werner Series-Hall	Werner
Hall's Primer	"
Woodward Series	Woodward

## ART.

Riverside Series	Houghton
Van Dyke's Painting	Longmans
Hamlin's Architecture	"
Marquand & Frothing-	"
ham's Sculpture	"

## ASTRONOMY.

Todd's New	American
Bowen's	"
Steele's	"
Newcomb's	"
Young's	Ginn
Sharpless & Phillips	Lippincott

## BIOLOGY.

Dodge's	American
Boyer's	Heath
Parker's	Macmillan
Bldgood's	Longmans

## BOOKKEEPING.

Bryant & Stratton's	American
Eclectic	"
Palmer's	Butler
Mayhew's	"
Gay's	Ginn
Shaw's Ele.	Heath
Seavy's Practical	"
Montgomery's Mod.	Merrill
Powers' Single Entry	Powers
" First Less.	"
Complete Accountant	"
Office Methods	"
Comm. Industrial	Sadler
Inductive Set	"
Lyte's Book	Sower
Meservey's	Thompson
American Account't.	University
Werner	Werner

## BOTANY.

Apgar's Analysis	American
Boyer's Tablets	Central
Bergen's	Ginn
Gray's	"
Wood's	"
Spalding's	Heath
Bailey's	Macmillan
Bailey's Les.	"
Nature Calendar	Morse
Setchell's Lab	"

## BUSINESS FORMS.

Eaton's Series	American
Ward's Series	"
Merrill's	Merrill
Twenty Lessons In	Powers
Powers'	"

## CHEMISTRY.

Cooley's Text Book	American
Storer & Lindsay's	"
Kelser's Lab	"
Stoddard's Analysis	"
Irish's Analysis	"
Avery's Chemistry	Butler
Boyer's Tablets	Central
Williams'	Ginn
Shepard's Course	Heath
" Inorganic	"
" Organic	"
" Note Book	"
Remsen's Organic	"
Newell's	"
Newell's Experimental	"
Greene's Lessons	Lippincott
Wurtz's Elements	"
Newth's Inorganic	Longmans
Thorpe's Quan. Anal.	"
" Ele. Inorganic	"
" Chem. Analysis	"
" Chem. Lect. Exp.	"
Thorpe & Muir Q. A.	"
Roscoe & Lunt's	Macmillan
Richardson's	"
Noyes' Qualitative	"
Talbot's Quantitative	"
Avery's	"

## CIVICS.

Forman's	American
McClure's	"
Andrews' Manual	"
Seelye's	Ginn
Dole's Am. Citizen	Heath
" The Young Cit.	"
Wilson's The State	"
Judson's Young Am.	Maynard

## CIVIL GOVERNMENT.

Peterman's	American
Willoughby's Am. Cit.	"

## COMPOSITION AND RHETORIC.

Buehler's	American
Haven's	"
Hill's	"
Swinton's School	"
Butler's School Eng.	"
Quackenbos' Pract.	"
Waddy's	"
New Franklin Series	Butler
Sheldon's Series	"
Hill's Elements (D. J.)	"
Hill's Science (D. J.)	"
Genung's Series	Ginn
Calm's Intro.	"
Webster's English Comp. and	"
Williams' Practical	Heath
Strang's Ex. in Eng.	"
Pearson's Comp.	"
Spalding's Ele. Comp.	"
Lewis' Intro. Rhetoric	"

Literature	Houghton
Longmans'	Longmans
Baldwin's	"
Collard's Beginners	Maynard
Le Row's Practical	"
Kellogg's Book on	"
Carpenter's H. Sch.	Macmillan
" Advance	"
Lewis' Writing Eng.	"
Lewis' Manuals (2)	"
A Modern	Sanborn
Herrick & Damon	Scott
Practical	Sibley
New Normal	Werner
Columbian	"

## COPY BOOKS.

(See Penmanship.)

## DICTIONARIES.

Webster School	American
Harper's Latin	"
Lewis' Latin	"
Harper's Classical	"
Liddell & Scott's Greek	Ginn
Worcester	Lippincott
Blackley & Friedlander's	"
Ger-Eng	Longmans
Longman's Pocket	"
Contanear's Fr.-Eng	"
" Pocket, Fr.-Eng	"
Webster's International	Merriam
" Collegiate	"
Browne & Haldeman	University
Clarendon	"

## DRAWING.

Eclectic Series	American
Tracy's	"
National Course	Ginn
Thompson's Aesthetic Ser.	Heath
" Mechanical Ser.	"
" N. Short Course	"
Anthony's Mechanical	"
" Machine	"
" Essentials of	"
Gearing	"
Daniels' Lettering	"
Bartholomew's Free	"
Natural Drawing Ser. 6	"
Morris' Teaching of	Longmans
" Geometrical	"
Wilson's Geometrical	"
Halle's Prac. Draw.	Maynard
Numbers	Potter
Elementary Course in Art	"
Instruction	Prang
Primary 1st Year (Manual)	"
Primary 2d Year (Manual)	"
Drawing Books (1-12) or (1-6)	"
Manuals for Books (6)	"
Course for Graded	"

Schools	Parng
Drawing Books (1-6)	"
Manual (1)	"
Course for Ungraded	"
Schools	"
Drawing Book (1)	"
Manual (1)	"
A Course in Water Color	"
Mechanical Drawing	"
Rouillon	"
Paper Folding and Cutting	"
Ball	"
How to Enjoy Pictures	"
Emery	"
Egypt, Perry	"
Pencil Sketches, Bar-	"
tholomew	"
Parts I-III	"
Supplements A-B	"
Landscape Drawing, Bar-	"
tholomew	"
Sets 1-3	"
Water Colors	"
Pictures (Walls)	"
Pictures (Class Study)	"
Hand	University
Eclectic Industrial	"

## ECONOMICS.

Hull's Practical	Appleton
Steele's	Sibley

## ENGLISH LITERATURE.

Alden's Studies	American
Brook's English	"
Blaisdell's	"
Brooke's English	"
Halleck's English	"
Matthew's American	"
McNeill & Lynch's	"
Watkin's American	"
Eclectic Classics	"
Rolle's Classics	"
Twentieth Century Series	"
Choice Readings	Appleton
Sel. from Am. Auth.	Butler
Sheldon's Readers	"
Shaw's Series	"
" New History of	"
Eng. and Am. Lit.	"
The Great Writers	"
Tyler's Manual of	"
Shaw-Backus Outl.	"
Athenaeum Press Series	Ginn
Hudson's Shakespeare	"
Milton's	"
Lewis' Beginnings	"
Heath's Classics	Heath
Meiklejohn's His. of	"
Corson's Browning	"
" Shakespeare	"
Arden Shakespeare	"
Hawthorne & Lemmon's	"
Am. Lit.	"
Heart of Oak Books	"
Bronson's American	"
Longman's Eng. Classics	"
Richardson's Amer.	Houghton
Masterpieces Brit. Lit.	"
Masterpieces Am. Lit.	"
Modern Classics	"
American Poems	"
Longman's Eng. Lit.	"
Arnold's Manual of	"
College Requirements	"
Riverside School Library	"

Brooke's	Macmillan
Bates' Am. Lit.	"
Carpenter's Am. Prose	"
George's Chaucer to	"
Arnold	"
Brooke-Carpenter	"
Lights to	McNally
Maynard's Series	Maynard
Kellogg's on	"
Chittenden's Ele.	Scott
Lloyd's Little Folks	"
Lake's Eng. Classics	"
Rass' Shakespeare	Scribner
Chaucer	"
Labban's Essays	"
A Study of Eng. Prose	"
Painter's Introduction	Sibley
" History of	"
Intro-Am.	"
Student's Series of Eng.	"
Classics	"
Westlake's	Sower
Golden Rod Books	University
Standard Lit. Series	"
Johnston & Brown's	"

## ELOCUTION.

Kidd's	American
Murdock's	"
Southwick's	"
Bailey's Essen. of	"
Reading	Butler
Fulton's	Ginn
Holyoak's	"
Trimble's New	"
Hyde's School Speaker	"
Smith's Reading and	"
Speaking	Heath
Burrell's Clear Speaking	"
and Good Reading	Longmans

## FRENCH.

Sym's	American
Muzzarelli's	"
Bacon's	"
Woman's	"
Twentieth Century Series	"
Int. Modern	Appleton
Aldrich & Foster's	Ginn
Foundation	"
Dufour's Grammar	"
Edgren's Gram.	Heath
Grandgent's Gram.	"

Grandgent's Comp.	Heath
Super's Reader	"
Heath's Series	"
Heath Dictionaries	"
Fraser & Squair's Gram.	"
Fontaine's Livre	"
Grammar	Longmans
Ills. Second Reader and	"
Grammar	"
Ills. First Conversation-	"
al Reader	"
Longman's Gram.	"
" Composition	"
Episodes from Modern	"
Authors	"
Magnenat's Course	Macmillan
Kroen's	"
Le Row's Prac. Read.	Maynard
Keeteles' Gram. & Read.	"
Maynard's Texts	"
Elementary French	"
La France	"
Anecdotes Nouvelles	"
Colloquial Conver.	Pitman
Ills. First Reader and	"
De Borde's Ele.	Scott
Duffet's Method	Sower

## GEOGRAPHY.

Natural Elementary	American
" Advance	"
Harper's (2)	"
Barnes' (2)	"
Swinton's (2)	"
Eclectic (2)	"
Butler's Series	Butler
Warren's	"
Mitchell's	"
Morton's Ele.	"
Frye's	Ginn
Tarbell's	"
Appleton's	"
Longman's	Longmans
Chisholm's	"
Tarr & McMurray's (3)	"
Carroll's Series	Macmillan
Inductive Geography	Morse
Redway's G. of N. Y.	"
Maur's	University
Werner	Werner
(Physical)	"
Hinman's	American
Monteith's	"
Guyot's	"
Davis'	Ginn
Dodge's Reader	Longmans
Tarr's	Macmillan
(Commercial)	"
Adams'	Appleton
Butler's	Butler
Warner's	"
Dana's	"
McFarland's	Sadler
Tilden's	Shewell

## GEOLOGY.

Le Contes	American
Davis'	"
Shaler's First B. In.	Heath
Tarr's Elements	Macmillan
Scott's Introduction	"
Geographical Portfol.	Scribner
Hand Book-Prac	"
Gove's	"

## GEOMETRY AND TRIG.

Crockett's Trig	American
Campbell's Geom	"
Hornbrook's Geom	"
Milne's Geom	"
Phillip & Fisher's Geom.	"
Phillips & Strong's Trig.	"
White's Geom	American
Slaught's Plane Geom.	Appleton
" Solid Geom	"
" Comp. Sch. Geom.	"
Olney's Series	Butler
Hull's Ele. Geom.	"
Wentworth Series	Ginn
Beman & Smith	"
Bailey & Woods'	"
Wheeler's Trig	"
Durfee's Plane Trig.	"
Nichol's Trig	"
Wells' Series	Heath
Bower's Series	"
Hunt's Gram. School	"
Geometry	"
Waldo's Descriptive	"
Geometry	"
Nichol's Analytic	"
Chauverit's Series	Lippincott
Nichols'	Longmans
Gore's Plane & Solid	"
Estill's	"
Murray's Trig	"
Noetting's Elements of	"
Edwards' Geom	Macmillan
Lock-Miller's Trig	"
Loney's Trig	"
Brooks' Plane and Solid	Sower
" P. & S. Trig.	"
Bradbury's Ele. Pl.	Thompson
" Trig	"
" Geom. & Trig.	"
" Acad. Plane	"
" Acad. P. & S.	"
" Trig. & Survey	"

## MENTAL SCIENCE.

Bain's Mental	American
Hewitt's Psychology	"
Schuyler's Psychology	"
Bowen's	"
Dewey's Psychology	"
Halleck's Psychology	"
Hewitt's Psychology	"
Putnam's Psychology	"
Buell's Essence of	Ginn
Sanford's Psych.	Heath
Compayne's Psych.	"
Herbart's Psychology	"
Dexter's & Garlick's	"

Psychology	Longmans
Fitcher's Psych.	Macmillan
Baker's Ele. Psych.	Maynard
Robertson's Ele. of	Scribner
Minto's Logic	"
Muirhead Eth. Ele. of	"
Hyslop's Ele. of Eth.	"

## MUSIC.

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# School Board Journal

<p>Hopkins &amp; Phillips. Lippincott          Hopkins' Prep. .... Longmans          Watson's Practical .....          Wright's .....          Glazebrook &amp; Shaw's          Practical .....          Watson's Advanced .....          Balfour-Stewart's ..... Macmillan          Nichols' .....          Shaw's ..... Maynard          Smith's Experiments ..... Morse          Thwing's Elementary ..... Sanborn          Britton's ..... Scribner          Grant's .....          Dana's .....          Mills' .....          Storer's .....          Thompson's .....          Griffo's Elements ..... Thompson          Adams' Lab. Man. .... Werner</p> <p><b>PHYSICAL CULTURE.</b></p> <p>Morris' System ..... American          Stoneroad's ..... Heath          Pray's Motion Songs .....          Bancroft's Gymn. ....          Anderson's ..... Maynard</p> <p><b>PHYSIOLOGY AND HY-          GIENE.</b></p> <p>Overton's Series ..... American          Smith's Primer .....          Kellogg's Series .....          Union Series ..... Butler          The Teacher's Manual. Central          Blaisdell's Series ..... Glinn          Colton's ..... Heath          " Briefer .....          Cutter's Series ..... Lippincott          Barnett's Making of the          Body ..... Longmans          Ferneaux's Phys .....          Thornton's Phys .....          Moore's Phys .....          Foster &amp; Shors ..... Macmillan          Huxley &amp; Ree .....          Devine's .....          Ely's Outlines .....          Hutchison's Series ..... Maynard          Hutchinson School ..... Morse          Gifford's Elementary. Thompson          Duglison's ..... Werner          Baldwin's Physiology .....</p> <p><b>POLITICAL ECONOMY.</b></p> <p>Laughlin's ..... American          Gregory's .....          Wayland's ..... Butler          Chaplin's .....          Wayland's Ele. of Pol. ....          Economy .....          Thompson's ..... Glinn          Gide's ..... Heath          Davenport's ..... Macmillan          Macvane's ..... Maynard          Perry's Prin ..... Scribner          Woolsey's .....          Thurston's ..... Scott          Mcservy's ..... Thompson</p> <p><b>READERS.</b></p> <p>Baldwin's ..... American          Harper Series .....          Swinton Series .....          Barnes Series .....          Appleton Series .....          McGuffey Series .....          New Education .....          Keller's Series ..... American          Twentieth Century Series .....          Schmitz's Series ..... Butler          Harris' Comp .....          Huss's Reader .....          Spanholz's Reader .....          Joyno's Reader .....          Nix Reader .....          Int. Modern Series ..... Glinn          Collar's Eysenbach .....          Collar's Lessons .....          Bernhardt's Course .....          Stein's Exercises .....          Joynes-Melsner's Gram. Heath          Harris' Ger. Lessons .....          Heath's Series .....          " Dictionary .....          Guerber's Maerchen .....          Illa. First Reader and          David's Easy Stories. Longmans          Longman's Grammar .....          " Composition .....          Althaus' Grammar .....          Beresford-Webb's Gram .....          Macmillan's Series ..... Macmillan          Maynard's Texts ..... Maynard          Neue Anekdoten .....          Deutschland und die          Deutschen .....          Beginner's .....          Loesberg's Reader ..... Morse          Gems of Literature .....          Bernhardt's .....          Eclectic .....          Worman's .....          Colloquial Conver. .... Pitman          Knofloch's Ger. Simp. University          Martin's Series ..... Werner</p> <p><b>GRAMMAR.</b>          (See Language and Grammar.)</p> <p><b>GREEK.</b></p> <p>Forman's ..... American          Gleason &amp; Atherton's .....          Harper &amp; Castle's .....          Twentieth Century Series .....          Pearson's ..... Appleton          Goodwin's Grammar ..... Glinn          White's First .....          White's Beginners .....          Seymour's Illad .....          Perrin &amp; Seymour's .....          " Odyssey .....          Collar &amp; Daniels' Beginners          " Companion .....          School Classic Series .....          College Series-Authors .....</p> <p><b>LANGUAGE AND GRAM-          MAR.</b></p> <p>Bryant's Illad ..... Houghton          Bryant's Odyssey .....          Palmer's Odyssey .....          Graves &amp; Hayes' Beg. .... Sibley          Woodruff's Prose Comp. .... Longmans          Ritchie's .....          Arnold's Prose Comp. ....          Jones' Prose Comp. .... Scott</p> <p><b>HISTORIES.</b></p> <p>Eggleston's ..... American          McMaster's U. S. ....          Barnes' (2) .....          Eclectic (2) .....          Swinton's .....          Munro's Mid. Ages ..... Appleton          Whitcomb's Europe .....          Huling's English .....          Scudder's U. S. .... Butler          Myer's Series ..... Glinn          Emerton's M. Ages .....          Montgomery's U. S. ....          " English .....          " French .....          Thomas' U. S. .... Heath          Sheldon's U. S. ....          " General .....          " Grk. and Rom. ....          Homan's Elem. U. S. ....          Thomas' Elementary .....          John Fiske's U. S. .... Houghton          Larned's English .....          Riverside Biog. Series .....          Plaetz's Epitome of .....          Morris Series (3) ..... Lippincott          Oman's Greece .....          How &amp; Leigh's Rome .....          Higginson's U. S. ....          Gardiner's Stud. Eng. ....          Ramsome's England .....          Robinson's Rome .....          Higginson &amp; Channing's          England .....          Channing's U. S. .... Macmillan          Shuckburg's Rome .....          Botsford's Greece .....          Robinson's Greece .....          Adams' European .....          Channing's Student .....          " Gram. School .....          Coman &amp; Kendall's Eng. ....          Anderson's U. S. .... Maynard          " England .....          " France .....          Leighton's Rome .....          Dutton's Series ..... Morse          Smith's Manual U. S. .... Potter          Andrews' U. S. .... Scribner          Adams' .....          Burgess' .....          Gordy's U. S. ....          Johnston's U. S. ....          Oxford Man. of Eng. ....          Stone's England ..... Thompson          Hansell's School ..... University          " Higher .....          Jones' U. S. ....          Evans' Georgia .....          Brown's Alabama .....          L. &amp; M. Mississippi .....          Ellis' .....          Burton's Our Country .....          Werner</p> <p><b>Latin</b></p> <p>Metcalf &amp; Bright's ..... American          Metcalfs .....          Powell &amp; Connolly's .....          Sheldon's Prim. Lan-          guage Lessons ..... Butler          Patterson's Ele. of Gram.          &amp; Comp .....          Sheldon's Advanced .....          Powell's How to Talk .....          " How to Write .....          " How to See .....          Whitney &amp; Lockwood ..... Glinn          Tarbell's Lessons .....          Knox-Heath's Ele. ....          Lockwood's Lessons .....          Arnold &amp; Kittredge .....          Hyde's Eng. Lessons ..... Heath          " Eng. Gram. ....          Meiklejohn's Eng. Gr. ....          Allen's School Gram. ....          Lewis' Rhetoric .....          Allen's Sch. Gram. ....          Patrick's Lang. Less. Lippincott          " Gram. Less. ....          Longman's ..... Longmans          Carpenter's Gram ..... Macmillan          Davenport &amp; Emerson's          Grammar .....          Intro. Lang. Work ..... Maynard          Reed &amp; Kellogg's .....          Reed's Introductory .....          Kellogg &amp; Reed's Word          Building .....          Pitman's French ..... Pitman          Essentials of Eng. Gram. Potter          Supplementary Lessons          in English .....          Atwood's Language          Tablets .....          Analysis and Parsing .....          Spalding &amp; Moore's Lan-          guage Speller ..... Richardson          Southworth &amp; Goddard. Shewell          Welsh's ..... Sower          Dunton &amp; Kelley's ..... Thompson          DeGarmo Lang. Ser. .... Werner          Beam &amp; De Garmo's Gram. ....          Woodward Series ..... Woodward</p> <p><b>LATIN.</b></p> <p>Harkness' Series ..... American          Coy's Latin Lessons .....          Dodge &amp; Tuttle's Comp. ....          Hamer's Easy Steps .....          Lane's Grammar .....          Mooney's Grammar .....          Smiley &amp; Storke's Beg. ....          Harper &amp; Gallup's Cicero          Harper &amp; Miller's Virgil.          Harper &amp; Tolman's Caesar          Twentieth Century Series .....          McCabe Series ..... Butler          Bingham Series .....          Cranch's Aeneid Trans. ....          Allen &amp; Greenough ..... Glinn          Collar's Series .....          Moulton's Composition .....          College Series of .....          Greenough, D'Oge &amp; Daniels          Second Year ..... Houghton          Ritchie's First Steps. Longmans          " Latin Prose Comp          " Easy Continuous          " Latin Prose .....          Morris' Ele. Latin .....          Ills. First Reader and</p> <p><b>Grammar</b></p> <p>Grammar ..... Longmans          St. Clair's Caesar .....          Students' Series ..... Sanborn          Classics (58 books) ..... Appleton          Intercollegiate Series ..... Scott          Bellum Helveticum .....          Jones' Lessons .....          " Prose .....          Riggs' in Latinum .....          Gildersleeve-Lodge Series .....          " University</p> <p><b>LITERATURE.</b>          (See English Literature.)</p> <p><b>LOGIC.</b></p> <p>Davis' ..... American          Schuyler's Prin. of .....          Ballantine's Inductive ..... Glinn          Ladeur's Ill. of .....          Mills' System ..... Longmans          Creighton's ..... Macmillan          Jevon's .....          Compton's ..... American          Ham's .....          Hoffman's .....          Kirkwood's Sewing .....          Goss' Bench Work ..... Glinn          Hapgood's Needle Work .....          Banner's Sewing ..... Longmans          Hewitt's, 2 Vols. ....          Unwin's Clay Modelling .....          Hiawatha Primer ..... Houghton          Riverside Lit. Series .....          Longman's "Ship" Lit.          " ..... Longmans          Longman's Supplement.          Fairy .....          Longman's Infant Fairy .....          " "Ship" Historical          Longmans' Chatty ..... Macmillan          Blaisdell's ..... Macmillan          Graded Literature ..... Maynard          Deane's Phonetic ..... Morse          New Century Series .....          New Script Primer ..... Potter          Vertical Script Primer .....          New Phonic Primer .....          Stories of Starland .....          Brumbaugh's ..... Sower          New Normal ..... Werner          Columbian .....          Taylor Series .....          Werner Primer .....          Davis' ..... University          Holmes' .....          Lippincott's .....          Woodward Series ..... Woodward</p> <p><b>SHORTHAND.</b></p> <p>Hedley's Manual ..... American          Mason's Manual .....          Barnes' High Sch. .... Barnes          Isaac Pitman's Comp. .... Pitman          Instructor .....          Isaac Pitman's Phono. ....          Dic .....          Spanish Phonography .....          Munson Phonography ..... Powers          Pitman Phonography .....          Cross' Eclectic ..... Scott</p> <p><b>SPANISH.</b></p> <p>Bacon's Elements ..... American          Garner's Grammar .....          Mantilla's Readers .....          Worman's Readers ..... American          Pitman's Pract. Spanish          Twentieth Century Series .....          Knapp's Grammar ..... Glinn          Int. Mod. Language .....          Cyr's Libro Primer .....          " Libro Segundo .....          Tarbell's Lessons .....          Frye's Geografia Ele. ....          Grammar ..... Pitman          Knoflach's Span. Simp. ....          " University          Edgren's Grammar ..... Heath          Matzke's Reader .....          Fuller's Primer .....          Harra's Method .....          " University</p> <p><b>SPELLERS.</b></p> <p>Rice's Series ..... American          Harrington's .....          Natural .....          Swinton's .....          Amer. Word Book .....          Amer. Spelling Blank .....          Barnes' Writing .....          Dinsmore's Blanks .....          Manson's Blanks .....          Modern ..... Butler          Worcester's .....          Monroe's .....          New American .....          Hazen Grade ..... Glinn          Jacobs' Practical .....  </p>
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EX- STATE SUPT. HENRY RAAB,  
Of Illinois, who died last month at Belleville, Ill.

New Orleans, La. One of the leading papers says of Supt. Warren Easton: "He has ceased to be a competent head for that system, if indeed he ever possessed the qualifications necessary therefor. He is absolutely without the initiative essential in the office, and the community has long since realized that in selecting him the board spoiled a good principal in order to make a very poor superintendent."

Newark, N. J. A local paper says: "The new high school building was started badly and planned badly and the work was badly done, and jobbery tainted all. It is a failure in operation, as it was a botch in conception. It is a standing shame; a peril to the health of pupils, an incessant source of annoyance and of large expense. We would like to see it utterly oblit-

erated, if it were not necessary as a monumental warning."

## The Anti-Cigarette Crusade.

The national movement to stamp out the cigarette evil, which was inaugurated last month at Chicago, has chosen as its leader Prof. Frank V. Irish, the well-known text book author. The convention represented eighteen states, viz: California, Colorado, Arkansas, Texas, Illinois, Indiana, Pennsylvania, New Jersey, Ohio, Wisconsin, Michigan, New Mexico, Oregon, Kansas, Missouri, New York, Minnesota and Massachusetts. These delegates consisted of the adult superintendents and the boy and girl officers of the anti-cigarette leagues throughout the country.

Prof. Irish said: "A strong national organization is needed in order to prepare and circulate literature against the evils of cigarette smoking and to work harmoniously for legislation in all the states of the Union against the evil. Already in twenty states anti-cigarette legislation is pending. In some it has been passed. The tobacco trust is organized, and it



PROF. FRANK V. IRISH,  
Educator and author, Columbus  
O., President of the National  
Anti-Cigarette League.

is now time that the anti-tobacco trust was formed to combat it."

The organization, which is known as the National Anti-Cigarette League, has its headquarters at 1101-1102 The Temple, Chicago.

## IT CAME BACK.

### The Doctor's Wife Found Her Complexion Again.

Coffee is no respecter of persons when it comes to the poisonous effects thereof. A prominent physician's wife of Monticello, Ind., says that coffee treated her very badly indeed, giving her a serious and painful stomach trouble, and a wretched, muddy complexion.

Her husband is a physician of the regular school and opposed to both tea and coffee, so he induced her to leave them off and take on Postum Food Coffee.

The stomach trouble disappeared almost like magic, and gradually her complexion cleared up; now she is in excellent condition throughout.

There are thousands of highly organized people who are made sick in a variety of different ways by the use of coffee, and most of these people do not suspect the cause of their trouble. They think that others can drink coffee and are well, and they can, but about one person out of every three is more or less poisoned by coffee, and this can be proved by leaving off coffee and taking Postum Food Coffee. In nearly every case the disorder will be greatly relieved or entirely disappear. It is easy enough to make a trial and see whether coffee is a poison to you or not.

The name of the doctor's wife can be given upon application to the Postum Cereal Co., Ltd., at Battle Creek, Mich.



## A New School Desk.

Robert M. Smith, Supervisor of manual training, of the Chicago schools has made some improvements in school desks to be used in the first four grades, or all the grades of schools, where there is no workshop, for construction work or manual training.

The manual training or construction movement now going on in almost every civilized country, has of late, assumed such wide proportions, that it has become somewhat difficult to keep abreast of it. Although the schools have for some years felt the need of a desk which could be used for construction work and at the same time be adapted to the regular school work, manufacturers of school desks have not brought out anything of this kind.

This invention has reference to and comprises improvements in the tops of school desks, and relates more particularly to school desks for use in the first, second, third, fourth and fifth grades, or other grades which may, on account of the lack of a workshop connected with the school, have to take construction work in the regular class room.

The desk as shown in Plate I. is identical in design and construction with the present school room desk.

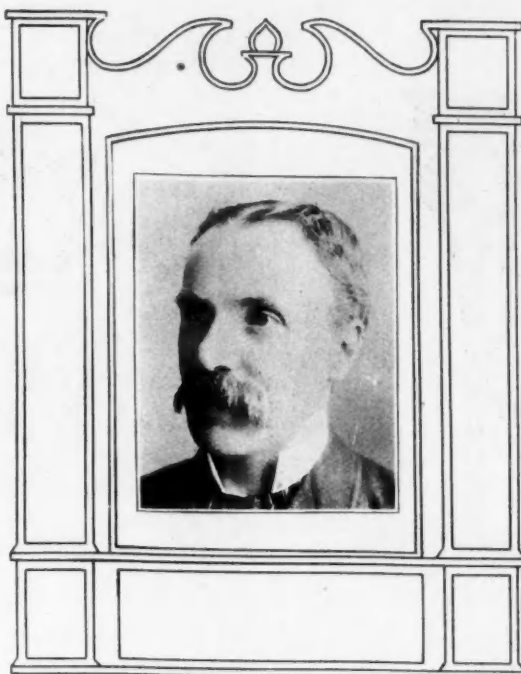
The top of desk consists of two parts, a narrow stationary strip next to the back, to contain inkwell and pencil groove; which is firmly secured to the frame in the usual way; and a main part much wider, and which may be reversed.

One face of desk top is finished in the usual way. The other face has sunk tray for tools, as shown in drawing, and is covered with a strip of zinc securely fastened to it, on which to cut cardboard, etc.

The free edge of desk top is provided at each end with a knob. The opposite edge is secured by round-headed screws to the arms of "slides" which project for this purpose. Circular bearing plates are sunk flush for the slide arms to work against.

The upper edges of cast end-frames are made with slotted guides of the form shown and are finished perfectly smooth and true so that the slides travel in them as noiselessly as possible.

The projecting lugs on slides which fit into slots in guides, are filed down until, when the washers are halted fast against them, just sufficient play is left to allow the slides to travel easily and smoothly. The two bolts to each slide have countersunk slotted heads. The lugs already mentioned extend between the bolts. The end frames are also provided with projecting arms as shown,



ROBERT M. SMITH.

Supervisor of Manual Training Chicago Public Schools.

and these are made with sufficient body of metal to avoid reasonable danger of their being broken off.

In its normal position, for a study desk, the desk top fits so closely against the stationary strip as to make practically a continuous surface.

In this position the slides are at the lower ends of slots in guides, which prevent their striking projecting arms of end frames, close against which they rest. The free edge of desk-top is next to stationary strip.

To reverse the desk-top for manual training or construction work, the free edge is, by means of the knobs, lifted and swing forward, and at the same time the edge which is fastened to slide arms slides back until the slides reach the upper ends of slots and the fixed edge

of desk-top rests against the stationary strip, the free edge is then dropped and the knobs will fit into projecting arms of end frames and keep desk-top in place.

The front edge of the zinc is divided lengthwise into inches, half inches, quarter inches and eighths.

Plate II shows the same top adjusted to an old desk. The mechanism of this is different and for schools where desks are already in, it is necessary to adapt the desk-top to those schools, otherwise the invention would be impracticable on account of the expense.

As will be seen from the drawing, the inkwell on Plate II is placed under the old desk-top, at the right, and slides out and in.

These desk-tops have been patented by Robert M. Smith, Supervisor of Manual Training, Chicago Public Schools.

Kansas City, Mo. Ex-Pres. Robert L. Yeager: "Just so long as politics and sectarianism are kept out of our schools the Kansas City schools will be among the leaders in the country."

Waterbury, Conn. The board of education has added a Smith-Premier typewriter to the public school equipment.

Philadelphia, Pa. Six Smith-Premier typewriters have been purchased by the board of education for use in the public schools.

"How many capitals has Rhode Island?" cautiously asked the boy with the snub nose. "Two," replied the boy with the dirty face. "Want to bet a nickel on it?" "Yep." "Well, you've lost. Here's a paper that says Newport ain't one of the capitals any more. They've changed the constitution of the state. You can read it yourself if you don't believe me." "Who's talkin' about Newport? We're bettin' on the capitals in Rhode Island. They're two of 'em. They's R and I. If you don't believe me you can spell it yourself." The matter was left to the boy with the frazzled trousers, and he decided in favor of the two capitals. "I may not be as handsome as some fellers," said the boy with the dirty face, as he pocketed the money, "but there ain't any cobwebs in my attic."

Toledo, O. Supt. W. W. Chalmers believes that children should begin school work when they are six years of age.

## CURED BY FOOD.

Nature's Way to Get Well And Keep Well.

People who do not know how to select the right kind of food to sustain them become ill, and some sort of disease will show forth. It is worth one's while to know of these facts.

A young woman at Grindstone City, Mich., Mrs. A. P. Sage, began to run down while she was at school. She finally broke down completely and was taken seriously ill with a number of different troubles. The stomach trouble was the most serious one. Her heart also troubled her so she had to sit up as high in bed as possible. This was caused, however, by her stomach.

She says, "In the morning I would be so weak I could hardly move. I was kept on the simplest foods, principally liquids. After some months I seemed to get a little better, then I got worse, so that I finally was brought to the point of death from non-assimilation of food."

At this time a lady recommend Grape-Nuts Food. She says, "Little did I think what a help it was to become to me. I became greatly interested when I read the description on the box, that the food was pre-digested and in the shape of grape-sugar.

I had been unable to digest anything starchy at all, but I began on Grape-Nuts and it was so grateful to the taste, and soothed my stomach so well, that I have been using it ever since, and have never grown tired of it.

"My stomach trouble is entirely gone. I am much stronger now and can ride a bicycle and take long walks, and have gained very considerably in weight, all of which I owe to Grape-Nuts Food."

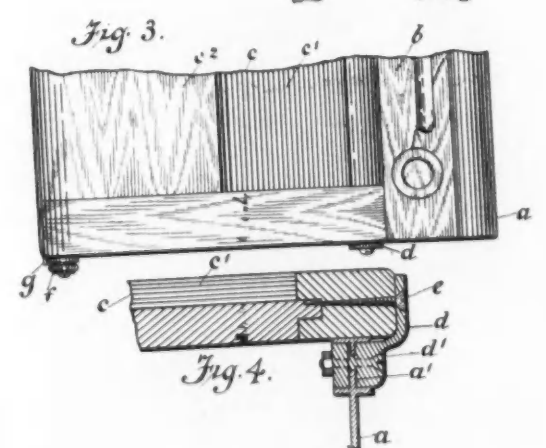
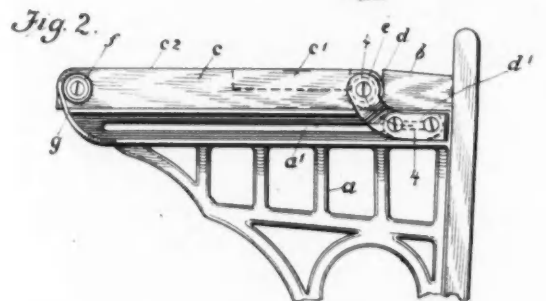
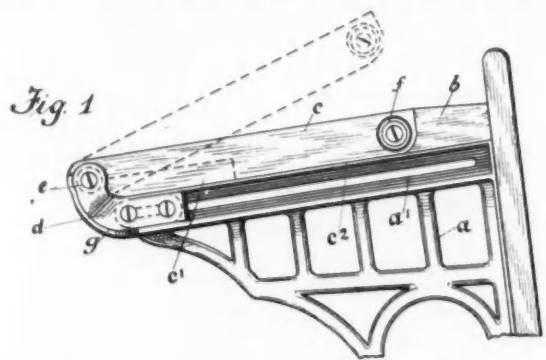


PLATE I.

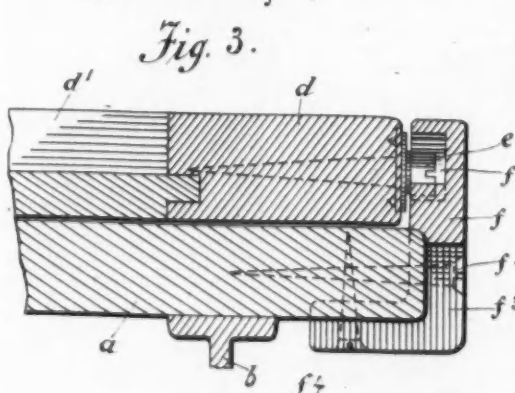
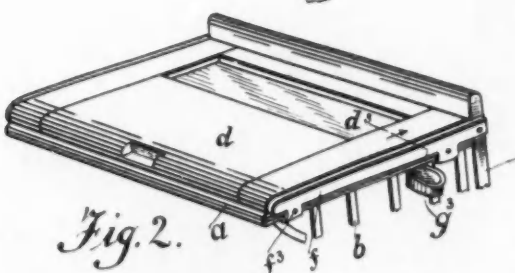
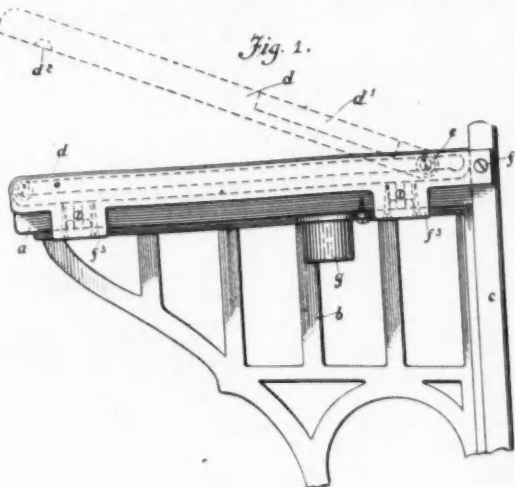


PLATE II.

## A DISTINCTION



## AND A DIFFERENCE.

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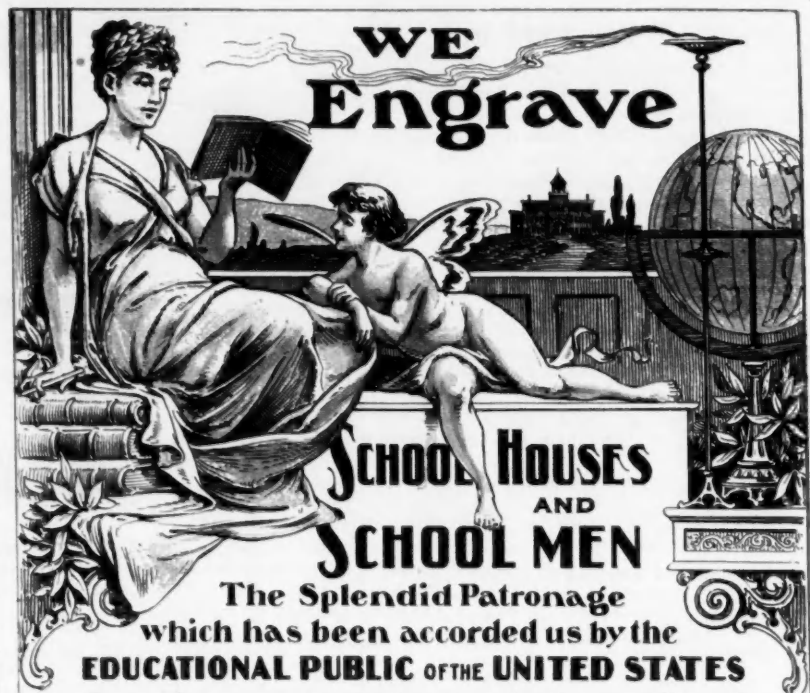
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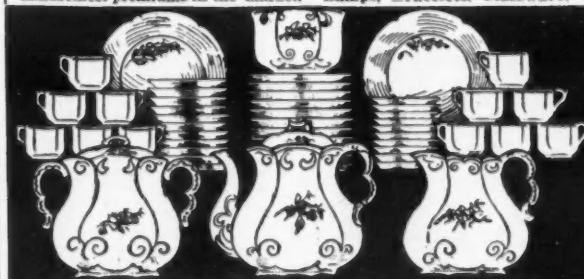
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**THE ADVENTURES OF ULYSSES.** By Charles Lamb. Edited by W. P. Trent. Illustrations after Flaxman, and a map. 128 pages. Price 15 cents. Published by D. C. Heath & Co., Boston, New York, Chicago.

The neat form, large, clear type, and especially the absence of any notes not required to render the text intelligible, are admirable points in these little books. As these books are intended for young readers, the text has been abridged by omitting all that might confuse or fail to interest children from twelve to fifteen years of age. In this difficult task the editor has succeeded admirably.

It may be questioned whether any abridgment of the plays can be made as interesting or useful to children as Lamb's "Tales from Shakespeare." To those, however, who insist on the superior educational value, even to the young, of the bard's own text, the present edition is recommended.

Of the second of these little volumes it is difficult to speak with moderation. We do not know of any work in the language which is so well adapted to instill into the minds of the young a love for imagination and classical literature. The "Odyssey" is the most marvelous tale of travel and adventure that the classics have given us, and Charles Lamb was, of all English writers, the one best fitted to give it the modern, romantic coloring which makes his version so attractive. Like the "Tales from Shakespeare," the "Adventures of Ulysses" has so much of Lamb's own quaint literary charm that, although written for children, it finds many readers among "children of a larger growth."

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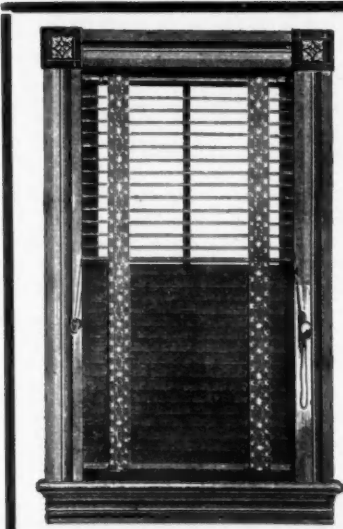
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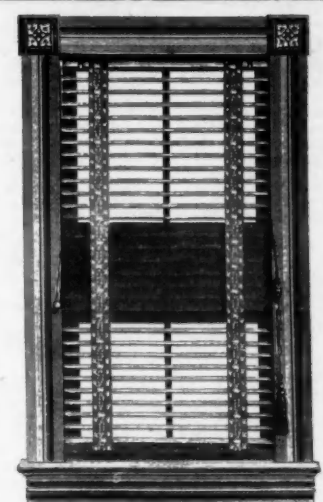
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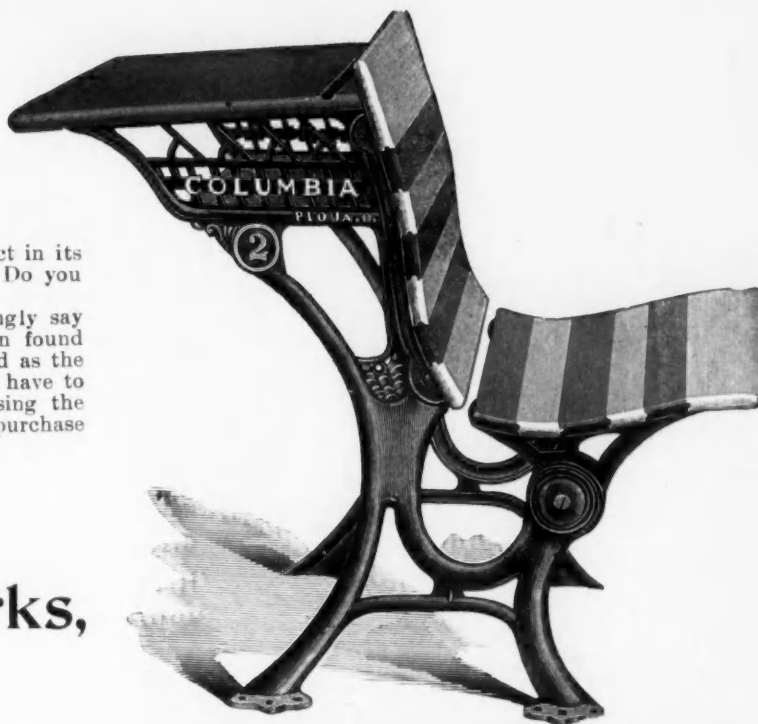
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